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ABSTRACT

Programming options for emotionally disturbed (ED)/behavior disturbed (BD) students in rural public schools include self-contained special classrooms, resource rooms, consultant teachers, management assistants, and regular teachers in the mainstream. All options are intended specifically for ED/BD students and have proven effective in school districts where they were developed. In the IDEA Program, ED classroom teachers, management aides, school psychologists, and itinerant ED teachers serve ED PreK-12 students in self-contained classrooms, whose aim is to integrate students into their home schools. An Iowa consultant teacher delivery option uses behavior design consultants to serve 94 ED/autistic/chronically disruptive K-12 children in small, rural school districts in 7 counties. A program to mainstream BD/ED problem K-5 students in their home schools uses trained Management Assistants to assess student needs and implement intervention strategies developed by an individualized education program team. The REACH program uses Goal Attainment Scaling to help mainstreamed secondary students. A final article notes special problems of rural areas and the need for development of new service models for ED students; discusses labeling, funding, legislation, centralization/decentralization, balance of direct/indirect/supplementary services, generic/categorical models, and day versus residential schools; and briefly describes seven service options for rural programs. Appendices include paraprofessional training materials and inservice resources. (MH)

ED239785

Programming For Emotionally Disturbed Students In Rural Public Schools

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Conference Proceedings

Program Assistance
Report No. 6

RC014350

Proceedings of a conference, "Programming for Emotionally Disturbed Students in Rural Public Schools," held in Minneapolis, Minnesota, November 4, 1981.

Department of Psychoeducational Studies • College of Education • University of Minnesota

This document contains written descriptions of the five programming options presented at the workshop, specifically self-contained special class, resource room, consultant teacher, management assistant and regular teacher in the mainstream. These particular options were selected as appropriate and feasible for rural and small town schools. All were designed specifically for emotionally disturbed/behavior disordered students and have been proven effective in the local school districts in which they have been developed. Also, it is the belief of the workshop planners that these programs present reasonable alternatives in matters of transportation, staffing, organization and classroom management for those interested in serving students in rural and small town districts. Any one of these programs may not be directly applicable to any given district but the explication of the delivery options should provide a useful framework for developing much needed services.

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The IDEA Program:

A Self Contained Program

for Emotionally Disturbed Students

Richard Green
Supervisor, IDEA Program
Dakota County AVTI, District 917

Introduction

The IDEA program is a Dakota County Area Vocational Technical Institute District 917 Special Needs program that serves the severely emotionally disturbed students in the Dakota County area. District 917 offers adult education, post secondary vocational training, secondary vocational education and a special needs program that serves severely handicapped students who are residents of one of the nine Dakota County school districts. The program started in the fall of 1977 with two elementary and two secondary classrooms that were located in a Dakota County high school. One elementary and one secondary classroom were added later that year in different parts of the county. At the end of the first year the IDEA program consisted of three elementary classrooms and three secondary classrooms. The staff consisted of six classroom teachers, six management aides, two psychologists, a social worker and a supervisor. The enrollment was approximately fifty students. As of September, 1981 the IDEA program consists of six elementary school classrooms, grades K-6, housed in an elementary school, five secondary classrooms, grades 7-12,that are in a junior high and a program to help reintegrate IDEA students back into their home schools. The staff consists of eleven licensed E.D. classroom teachers, fourteen management aides, three school psychologists, two itinerant teachers (also licensed E.D.) who coordinate the mainstreaming program, a behavioral consultant who consults with Dakota County area schools about problem students and a supervisor. Additional support in the areas of Speech, Occupational Therapy, Corrective Therapy, etc. are available through the 917 special needs programs. At this time the IDEA program serves seventy-nine K-12 students on a fulltime/all day basis, twenty-nine students who are part-time attheir home school and spend the rest of the day at IDEA and twenty-

one students who were once fulltime in IDEA but are not reintegrated in their home schools. Eleven students are also being served on a consultant basis.

This program was originally proposed to the Dakota County school districts in the spring of 1977. Information about the history of the IDEA program and the budgeting is supplied in the last section by Curt Thorstenson, Director of Special Needs for Dakota County AVTI. #917.

Program Structure

As stated before the IDEA program serves the severely emotionally disturbed student who is a resident of one of the nine Dakota County school districts. It currently consists of an elementary site and a secondary site. The elementary site has six classroom grades PreK-6 and is housed in an elementary school building that does not have a mainstream school population. The staffing at the elementary program consists of a teacher and a management aide in each classroom and two extra management aides to provide extra help in the classrooms and to help manage crisis situations. The six classrooms are currently divided into combination grade classrooms. (PreK-1, 2-3, 3-4, 3-4, 5-6, 5-6)

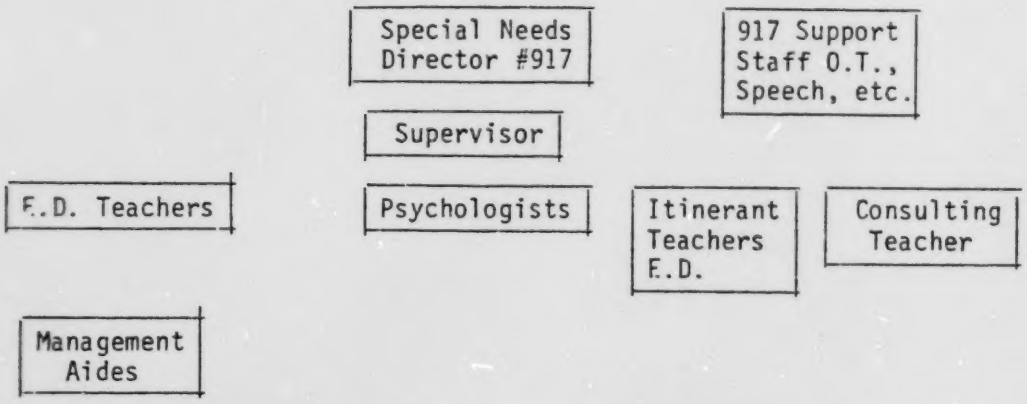
These divisions are based on the current student population and fluctuate depending on how many students are enrolled at the various grade levels. The combined classrooms also seem to provide more flexibility in programming for new students.

The secondary program is housed in a wing of a junior high building. The IDEA program is separated from the mainstream school population by the physical layout of the building. The program uses the gym and lunchroom facilities of the junior high. Only those students who attend this junior high as their home school are reintegrated into this school. Others are

mainstreamed back at their home schools when they demonstrate they are ready. The secondary program consists of five classrooms. Each classroom is staffed with a teacher and a management aide with one extra management aide assigned to the program. The grade divisions are current (7, 8-9, 9-10, 10-12, 8-12). These divisions are flexible and based on the current population.

Each site has the services of one and one-half school psychologists who provide group and individual counseling, behavioral consultation for classroom teachers and parents, and serve as members of child study team. There are also two itinerant teachers who work at each site with the students who are reintegrated into their home schools. Support services such as speech, corrective therapy, etc. are provided by district 917 staff. The supervisor of the program is responsible for monitoring the educational programming and the staff supervision at both sites.

The staff positions and lines of authority are indicated in this diagram.



A description of the staff positions follows. The classroom teacher is responsible for the students assigned to that classroom and functions as their case manager. Their duties and responsibilities include:

1. coordinating and helping to develop the educational programming of each student on their caseload.
2. assessing the behavioral and academic needs of the students.
3. providing and maintaining an ongoing record-keeping procedure that monitors each student's academic and behavioral progress.
4. implementing effective classroom management techniques.
5. maintaining regular contact with each student's parents.
6. coordinating and leading IEP conferences, periodic reviews, staffings and completing the paperwork involved.

The psychologists provide support services to the IDEA classroom teachers. They are assigned to specific classrooms to provide them with group counseling. They also provide individual counseling and are participants in the student's initial assessment and as members

of the child study team. A list of their responsibilities includes:

1. participating in the development of the IEP and the initial assessments of students assigned to their caseloads.
2. participating in staffings and educational changes of students on their caseloads when appropriate.
3. maintaining regular parental contact.
4. providing consultation and assistance in classroom management.
5. providing educational and psychological assessment as deemed necessary.
6. meeting with classroom teachers to discuss students and classroom programming on a regular basis.
7. assisting in crisis management situations.

The itinerant staff provide support to the students who are being reintegrated into their home schools (see Appendix A). They are responsible for monitoring the students' progress in the mainstream and provide a communication link between the mainstream teachers and the IDEA teaching staff. A list of their duties includes:

1. monitoring the students' progress in the mainstream.
2. providing support for mainstream teachers.
3. consulting with the IDEA staff about students and their appropriateness for the mainstream setting.
4. regular contact with each student's parents.
5. providing "mainstream groups" for students who are mainstreamed part time and for students who are close to being mainstreamed.

The management aides are assigned to the classroom teachers. Their

duties include:

1. following through and maintaining the classroom management systems.
2. assisting in crisis management.
3. providing tutoring.
4. clerical help; correcting assignments and tests, behavioral charting etc.

The supervisor is responsible for the functioning of the program and participating in the further development and evaluations of the program. The supervisor's responsibilities include:

1. supervising of the staff to assure that the appropriate educational programs are being implemented and adhered to.
2. monitoring new student referrals and intaking them.
3. evaluating teachers and support staff.
4. recruiting and recommending new staff for employment.
5. assisting in the development of the budget and monitoring the current budget.
6. ensuring that special education procedures are being followed and the program is in compliance with special education rules and regulations.

All the professional staff are responsible for understanding special education rules, regulations and procedures.

The child study team consists at the minimum of the IDEA teacher (case manager), parents and a home school district representative. Any other IDEA or 917 staff could become a member of this team and be involved in the educational programming of the child.

The staff/student ratio for the IDEA classrooms are eight full-time equivalent students to one classroom teacher. The itinerant and consultant teaching staff have caseloads of approximately 25 students. The psychologists provide group counseling for 3 or 4 classrooms on a weekly or every other week basis.

Program functions

The students who are served by the IDEA program are referred to the District 917 Director of Special Education by the local school district's special education directors. The referral process is outlined below:

I. The student desplays problem behaviors in the mainstream. The child is referred to local district study team.
   A. Student is assessed by the child study team. Intellectual deficits, sensory deficits or physical limitations are not primary causes of school problems.
   B. Interventions are started in the mainstream classroom.
   C. The interventions are not successful. Try other methods such as management aide, part-time placement out of classroom into a ED or BP classroom in the home school.
   D. The local district's options are exhausted and little progress displayed. The child study team reconvenes and recommends referral to IDEA program.
   E. They present the referral to local special education director.

II. Local special education director refers student to District

917 director of special education.

A. 917 Director channels referral to supervisor of IDEA program.

B. The Supervisor arranges an intake staffing with the local special education director.

C. The intake staffing is held.

1. The student's parents, appropriate home school personnel, the IDEA supervisor and the student if appropriate, attend.

2. The student's school performance and behaviors are discussed (see Appendix B)

3. If the student is appropriate for a thirty school day assessment period, school records and other pertinent information are requested.

D. When the IDEA supervisor receives the requested information he assigns a case marager and recommends a starting date to the 917 Director of Special Education.

E. The 917 Director informs the local director of the proposed starting date.

F. The local director then informs the parents and home school of the starting date and arranges the transportation.

III. The student begins a full-time thirty-day assessment period in the IDEA program.

A. During this time further academic and behavioral data are collected to help develop an appropriate educational plan.

B. At the end of the assessment period a staffing is scheduled

to review the findings of the assessment. Parents, home school district staff, 917 staff and if appropriate the students attend. If agreement is reached on the results of the assessment an IEP is developed and signed by the student's parents or student, if over eighteen.

IV. The student is now enrolled in the IDEA program.

When the 917 Director receives the referral a student is often able to start the IDEA assessment in less than two weeks.

Appendix B is a copy of the information asked for or about at the the intake staffing. The main determinants of whether or not the student is appropriate for a thirty-day assessment are:

1. lack of academic progress not explained by intellectual, health or sensory factors.
2. difficult peer and adult relationships.
3. longstanding and intensive problems.
4. the home school district has exhausted its resources.

Appendix D is used to summarize the assessment period and displays the criteria used to determine whether or not a student should continue in the IDEA program after the assessment.

When the student enters the IDEA program for the initial assessment he will be placed in a highly structured classroom setting. He will find that his class periods are short and that he receives teacher feedback after each period (periods may range from 5 to 30 minutes depending on the student). The feedback he receives will be on behaviors as well as academic output. He may receive points, tokens, symbols etc. for behaviors such as staying in his seat, raising his hand, smiling,

finishing his work, etc. The number of symbols or points he earns will be totaled at the end of the day and/or period and he will be able to judge what type of day he had in school based on these points or symbols. In most cases the students bring these home so their parents are given day by day progress reports. These point sheets also serve as daily records that can be used to monitor a student's progress on a daily basis, target problem areas or difficult periods of the day and to help make decisions about future educational planning.

Appendic A explains how students are reintegrated into their home schools. All decisions involving mainstreaming or other major changes in the IEP are the result of team staffings involving the previously described child study team.

The curriculum that is presented to a student is based on his individual needs. There is grouping of some academic areas and small group lectures but the majority of the academic subjects are based on the student's achievement levels and academic needs. A task analysis curriculum is used to write short-term IEP goals and objectives. The behavioral or affective curriculum is goal setting on a hourly, daily or weekly basis, behavior contracting, consistent and frequent reinforcement of appropriate behaviors, logical or natural consequences and other methods to coerce appropriate behaviors. The elementary setting has weekly superstar awards for students who achieve their weekly goals. This is one of the few times any of these students have received a positive reward for school performance in front of their peers.

Some special features of the program include:

1. a phy. ed. program for both the elementary and secondary students.
2. a time out room at the elementary setting. (It is seldom used and only with parental permission after all other alternatives are exhausted).
3. an in-school suspension area at the secondary program.
4. a group area with a ping-pong and foosball table at the secondary program.
5. parenting classes are offered to the parents of students in the program.
6. secondary vo-tech courses are available to high school age students as well as a vocational assessment through district 917.

Transportation is the responsibility of the home school district.

Program Development & Budget*

District 917 is an Independent School District which was created by the state legislature with powers to levy .6 mills in taxes to support educational programs for the handicapped. District 917 consists of nine shcool districts whose boundaries are basically those of Dakota County. With minor exceptions, students who attend District 917 are residents of Dakota County.

District 917 utilizes a similar format in the development and implementation of programs for the handicapped. The steps are as follows:

1. Dakota County Special Education Directors identify a program

*Information submitted by Curt Thorstenson, Special Needs Director, District 917.

need and present a request to the 917 Special Education Director.

2. District 917 reviews the request and develops a program outline in conjunction with the LEA Directors.
3. After approval by LEA Directors, the program proposal is presented to the LEA Superintendents for their approval.
4. The program proposal is then presented to the nine LEA Boards of Education for their approval.
5. After receiving approval from the LEA Boards of Education, the 917 Board of Education acts upon the program proposal.
6. After receiving 917 Board approval, further planning occurs and the program is implemented.

When the District 917 program for the Emotionally Disturbed (ED) was established, there were basically two programs in Minnesota that were in existance. Because 917 had a specific direction they wished to pursue, existing programs were not drawn upon as resources. The model that was developed prior to initiating the program was to utilize classroom teachers, aides and counselors (psychologists). It was felt the very basic approach would eliminate several variables which can create confusion for the ED student. The major changes that have occured are:

1. Location - For severely ED students, it appears a separate location may be desireable. There are fewer problems when students are not located in a regular K-12 building.

2. Supervisor - After the program was initiated, a supervisor was added. This occurred toward the end of the first year.

3. Staff - During the first 3 years, there was a large turnover of staff. This was reduced to less than 10% of the teachers this year.

4. Program - A classroom/behavior specialist was added this year. This position was created in an attempt to assist regular teachers in addressing aberrant behavior of children in the regular classroom setting. We anticipate the regular teacher will be capable of serving some of the students who would formerly be referred to the IDEA program.

Interagency planning and programming were attempted during the initial year. This was terminated because the other agencies (Court Service and Private Agency) had other goals and did not wish to modify their requests. At the present time, we will work with other agencies as they address the child's needs. The IDEA program continues to address the psychoeducational needs of the child.

Although all other programs in 917 utilize an Ad hoc Committee to develop the initial proposal, the only resource utilized in the planning phase were staff members of Dakota County.

Cost/Student/Year (81-82) $5,214

Includes:
- Staff
- Benefits
- Equipment
- Supplies
- Rent
- Utilities/Oil
- Administration Needs
- Miscellaneous
- Transportation

Funding Sources:

Federal	0
State	44.0%
Private	17.0%
Local	33.5%
Tuition	5.5%
	100.0%

For further information contact:

Richard Green, Supervisor
IDEA Program
Dakota Co. AVTI #917
P.O. Drawer K
Rosemount, MN 55068

612-457-5581

Curt Thorstenson, Director of Special Needs
Dakota Co. AVTI #917
P.O. Drawer K
Rosemount, MN 55068

612-457-5581

MAINSTREAMING THE IDEA STUDENT

One of the most important purposes and goals of the IDEA Program is to help students successfully return to their home school settings. Before a student is considered ready for mainstreaming, he/she has successfully demonstrated appropriate classroom behaviors, a positive attitude and in many cases has fulfilled a behavioral contract that contained specific requirements the student needed to fulfill before mainstreaming could be discussed. (See the Steps to Mainstreaming.) The purpose of this paper will be to present guidelines the IDEA Program uses in mainstreaming their students and how a student is mainstreamed.

The IDEA Program attempts to provide each student with the least restrictive alternative. This means to the maximum extent possible, each student shall be educated with children who do not have handicaps and attend regular classes. This is in accordance with Public School Law 94-142 and Minnesota Department of Education Directives. Decisions to initiate mainstreaming or change the amount of time a student spends at his home school is a team decision involving the student's parents, the IDEA staff, the home school staff, in some cases the student, and others who are professionally involved with the student (doctors, social workers, etc.). A student's initial mainstream experience is usually for approximately two hours at the student's home school with the remainder of the day spent at the IDEA Program. It is closely monitored by the IDEA Liaison Teacher, who helps the regular classroom teacher with the new student and coordinates communications between the home school and the IDEA Program. (See number six on Steps to Mainstreaming.) Increases or decreases of a student's mainstream time are based on the student's behavior and academic performance at the IDEA Program and at his home school. Increases in mainstream time are usually in two hour increments but are influenced by home school schedules, a student's strengths or weaknesses, his academic requirements and other variables that affect his successfully being mainstreamed for a greater part of the day.

MAINSTREAMING THE IDEA STUDENT

As stated before, the IDEA student who is recommended for mainstreaming has demonstrated consistent classroom behaviors and a positive attitude towards school and academics. The guidelines for initial mainstreaming are discussed more thoroughly in the Steps to Mainstreaming section. In changing a student's mainstream status, an IEP staffing involving the parents, the home school district and the IDEA Program is required. At this staffing the student's behavior at both schools is reviewed and recommendations to increase, decrease or maintain the amount of mainstream time are then made. The implications of the least restrictive alternative are also taken into account at this time, as are the procedural safeguards of the parents and student.

Steps to Mainstreaming

The following ten steps are an example of how many of the IDEA students are being mainstreamed. They are gradually returned to their home schools from an all day Level V placement to a less restrictive alternative. Some receive special services in their home schools, but all mainstreamed IDEA students are assigned to a liaison teacher from the IDEA Program to help with the placement back at their home schools. Some students contract for mainstream time but before the IDEA Program recommends that a student start back at his home school, that student has behaved appropriately, shown consistency and demonstrated a positive attitude over a minimum period of six to eight weeks and in most cases, over a longer period of time.

1. The classroom teacher decides the student is demonstrating sufficient appropriate classroom behaviors and a positive attitude to be considered for mainstreaming or to begin a mainstreaming contract.

2. If a contract is used, the classroom teacher, school psychologist, liaison teacher and student meet to discuss the mainstream contract and sign it. Copies are made and distributed to these people and the parents. The home school district will also be informed that the student is being considered for future mainstreaming.

3. Each Friday afternoon the students weekly averages from his point sheet are computed and progress is recorded on the bottom of the contract.

Steps to Mainstreaming (Continued)

4. Upon completion of the contract or other requirements, a meeting is scheduled including teacher, support staff, parents, student and the home school district. Prior to this meeting the home school district will be contacted and informed that mainstreaming this student will be discussed. At this meeting the student is typically scheduled into approximately two hours at his home school. This decision is a team decision involving the students parents, home school district representatives, the IDEA Program staff and others who may be involved with the student. This decision may also include the student as a team member. Class selections are made with consideration to the following variables: areas of strength and past success for the student, student requests, class size and structure, and requirements needed for graduation from the home school district. At this time a new contract may be discussed which states behavioral performance necessary to increase time in the mainstream as well as to maintain the current amount of mainstream time. The length of this contract is set to coincide with the next logical break in the schedule of the home school (quarter, trimester, or semester). The length of time varies from 6 to 8 weeks to 10 of 12 weeks required to complete the contract.

5. The IDEA classroom teacher and liaison teacher decide if a contact sheet is necessary. If so, the simplest format possible is selected. Target behaviors are selected and the liaison teacher draws up the contact sheet.

6. Before the student begins his mainstream time, the liaison teacher sets up a meeting with the teachers in the home school. At this time, information is shared on behavioral progress, expectations in the mainstream, and the contact sheet is explained. The regular classroom teachers are urged to explain the classroom rules to the student upon entry and follow through with school disciplinary policies and procedures as they exist in the regular school. "Treat _____ like any other kid." In elementary settings the teacher is often encouraged to discuss the return of the IDEA student with the class prior to mainstreaming. The emphasis of this discussion centers on the big improvement in the IDEA student's behavior and enlisting the support of the class in helping the IDEA student make the most of this "fresh start".

Steps to Mainstreaming (Continued)

7. Prior to returning to the home school, the liaison teacher and student meet to discuss returning to the mainstream. Topics covered include:

a) discussion of behavior prior to leaving the home school as well as alternatives to those behaviors.
b) possible behaviors that could be used in reaction to questions and comments of students and teachers at the home school who might be expecting to see behavior problems of the past.
c) procedure for completing and delivering daily contact sheets.

8. The liaison teacher holds weekly meetings with the regular classroom teachers at the home school and also meets with the IDEA classroom teachers. The regular classroom teachers are also provided with a case manager or contact person in the building in case problems arise between liaison visits which necessitate additional communication. At weekly meetings, behavior and academic performance is discussed. If difficulties arise, the liaison teacher aids the regular teacher in developing interventions and keeps the IDEA teacher informed of what is happening at the home school. Example: A sixth grade student was on a point system in her regular classroom. After 3 or 4 weeks of behavior that was described as "not disruptive, but sullen and negative" the suggestion was made to change the point system. If the student had appropriate behavior but was negative, 6 points could be earned. If she demonstrated a positive attitude, she could earn the maximum number of points (9).

9. Based on the progress of individual students, bi-weekly rather than weekly visits by the liaison teacher may be agreed upon. As an example, some students who are mainstreamed for one hour are handling this hour appropriately, but are not doing well at the IDEA Program. Some of the regular education teachers of these students have requested bi-weekly meetings until time is increased.

10. Full-time mainstream students should have a designated contact person (principal, counselor, case manager) who can be the person teachers will report to if problems arise or extra help is needed. This person will meet with the liaison teacher on a regular basis to discuss the students progress or difficulties. After the first few weeks the frequency of these meetings will be determined by the amount of support services needed to help the home school provide for the students needs.

MAINSTREAMING THE IDEA STUDENT

These are skills students need to be able to consistently demonstrate before mainstreaming should be considered and discussed at a staffing.

1) Ability to accept authority - behavior has been consistent across weeks of time.
2) Follow through on directions the first time without need for reminders.
3) Accepting assignments without arguing about them.
4) Uses classroom time appropriately; stays on task, works at assignment until finished or time is up, does not waste time.
5) Able to handle and understand timelines for assignments, and get homework turned in on time (especially for secondary students).
6) Raises hand to be recognized.
7) Time outs are minimal and can be taken at the students desk.
8) Brings own materials and is prepared for class (paper, pencils, notebooks, etc.).
9) Organizational skills have improved to point of student being on time, prepared for class, assignments are done neatly and correctly the first time, handed in on time and directions are followed.
10) Has shown the ability to work independently.

For students who show an interest in the Vo-Tech, the above ten skills should be evident as well as:

1) The student should show a strong interest in the Vo-Tech classes offered.
2) Demonstrate ability to stay on task.
3) Consistent regular attendance, present over 95% of the time.

NAME: _____ DATE: _____

GRADE: _____ SCHOOL DISTRICT: _____

SCHOOL: _____

Present at Staffing:

Current Education Placement:

Behaviors causing concern:

School:

Home:

Needs of student:

School:

Home:

Others:

Why is IDEA being considered?

District options used before referral:

Behaviors expected before student should be considered ready to attend his home school

Behaviors:

Peer relationships:

Family relationships:

Internal controls:

Activity level:

Is behavior consistent across settings:

Is the student comfortable with his behaviors:

Evidence of LD/MR:

How long and frequent are behaviors:

Any special medical problems:

Summary:

Why is IDEA being considered?

District options used before referral:

Behaviors expected before student should be considered ready to attend his home school

Behaviors:

Peer relationships:

Family relationships:

Internal controls:

Activity levels:

Is behavior consistent across settings:

Is the student comfortable with his behaviors:

Evidence of LD/MR:

How long and how frequent are behaviors:

Any special Medical problems:

Summary:

Appendix C:

Summary of Assessment

IDEA: SUMMARY OF ASSESSMENT

NAME: _____ BIRTHDATE: _____

START DATE: _____ GRADE: _____

HOME SCHOOL: _____ SCHOOL DISTRICT: _____

DATE OF STAFFING: _____

917 ASSESSMENT TEAM:

_____ Teacher #917

_____ Psychologist #917

_____ Supervisor #917

_____

_____

_____

Reason for Referral: _____

_____

Assessment Information:

1) Achievement Testing

a) Peabody Individual Achievement Test (PIAT)

Date of Testing _____ Areas of Strength: _____

Grade Equivalent Scores _____

Mathematics _____ _____

Reading Rec. _____ _____

Reading Com. _____ Areas of Need: _____

Spelling _____ _____

Gen. Info. _____ _____

Total Test _____ _____

b) Key Math

Date of Testing _____ Areas of Strength: _____

_____

_____

Total Test Score Areas of Need: _____

(Grade Equivalent): _____

_____ _____

_____

3) Social/Emotional/Behavioral

a) California Test of Personality (CTP):

Date of Testing: _____ Examiner: _____

Summary: _____

_____

_____

b) Behavior Checklist:

Name of Checklist: _____ Date: _____

Summary: _____

_____

_____

c) Classroom observations (Fill out by Psychologist & Teacher)

Problem Areas:

1) Work habits: _____

_____

_____

2) Peer relationships: _____

_____

_____

3) Staff relationships: _____

_____

_____

d) Individual and Group Counseling:

1) Individual: _____

_____

_____

2) Group: _____

_____

_____

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3) Does the student display inappropriate types of behaviors or feelings under normal circumstances? YES _____ NO _____

Reasons for answer:

4) Does the student display a general mood of unhappiness or depression or a tendency to develop physical symptoms or fears associated with personal or school problems? YES _____ NO _____

Reason for answer:

5) Does the student appear to have few, if any, internal controls and does he/she appear to need high amounts of external structure to maintain appropriate behaviors? YES _____ NO _____

Reasons for answer:

6) Does the student often act with little apparent regard for behavioral or social consequences? YES _____ NO _____

Reasons for answer:

7) Does the student exhibit social/behavioral difficulties across settings (home, school, community)? YES _____ NO _____

Reasons for answer:

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Consultant Teacher Delivery Option:

Behavior Design Instructor Program

Polly Nichols
Supervisor ED/A/CD
Grant Wood Area Education Agency
Cedar Rapids, Iowa

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PROGRAM HISTORY

1. What administrative planning led to establishment of the program?

   In 1975, Grant Wood Area Education Agency, an intermediate agency serving a seven county area in Iowa, set up a specific department to develop a network of services for children designated emotionally disabled or chronically disruptive. The ED Team, as it was called, included school psychologists, social workers, and consultants (two each), a career specialist, a recreation worker and a supervisor. The first task was to oversee the creation of and support to special self-contained classes in Cedar Rapids and Iowa City, the two large school districts within the area. When a constellation of such programs was in place which included classes for preschool- through high school-age youngsters both within regular school settings and special sites, the focus of the ED/CD Department shifted to developing support systems for children with emotional and behavior problems in their home school settings. The ED consultants and recreation instructor continued their work in the self-contained classes; the behavior design instructor position replaced the social workers', psychologists' and career specialist's to support children with similar needs for whom self-contained class placement was not appropriate or feasible.

   Among the classes begun in this five-year period was one specifically designed to serve children with autism. GWAEA wanted to expand programming for this population which was scattered around the seven counties and numbered around 25 identified children over the entire age span. One behavior design instructor was assigned support responsibility for all of these children whether in a special autism class in Cedar Rapids or in another special placement in one of the small communities.

2. Were there available educational or related service programs that could be drawn upon?

   In all but one of the 39 school districts within the Grant Wood area, there were an elementary and secondary RTP (Resource Teacher Program) or SCI (Self-Contained Class with Integration). These classrooms were typically multi-categorical serving primarily learning disabled children and including some labelled educably retarded or emotionally disabled. GWAEA assigns a school psychologist, a social worker and a speech clinician to each building on varying schedules.

3. Were any interagency agreements part of the planning?

   No.

4. How were parents and the non-parent community involved in the planning?

   They were not.

5. How was the new program presented to other school staff?

   The availability of the BDI's service was made known to the LEA's by the Grant Wood AEA sector coordinators. The area is divided into six geographical sections, each overseen by a coordinator who is responsible for staffings and for seeing that Grant Wood services are made available to schools in their sector.

6. Has the program changed in structure or function over time?

Yes. The original assignments were for one BDI to cover secondary age cases, one to cover elementary children and the third, children of all ages with autism. In an effort to conserve fuel and mileage expenses, the assignments for the elementary and secondary BDI's were shifted to be territorial, one covering the northeast half of the area and the other the southwest.

The BDI model was conceptualized as involving two distinct subsets of referred children. The first priority was to serve children officially designated ED or CD for whom placement in an SSC (Special Self-Contained class) would have been desirable if within reasonable transportation limits. In such a case, the coordinator actually staffed the child to receive the service, and IEP procedures were followed. This level of intense periods of service was termed Shared Instruction.

A second level of BDI involvement was termed Behavior/Autism Consultation. A special education referral was signed by the parents, but there was not necessarily coordinator involvement. Teachers, consultants or principals routed these directly to the supervisor of the ED/A/CD Department. These services were to be less frequent, less regular, and more oriented toward working with the teacher than directly with the child. This plan is described in the overview entitled "Program for Shared Instruction of Emotionally Disabled Students." (Appendix A)

In practice, the cases did not fall into two such clear categories. Sometimes service to a child labelled learning disabled or not receiving any special education services was intense and included a great deal of family involvement, whereas services to a child who met all the target student criteria were readily arranged and easily covered by other resources and did not demand intense BDI commitment. Accordingly, in the second year of operation, the BDI model has been rearranged to embody five levels of service rather than two levels of child severity. These levels range from internal consultation among Grant Wood AEA staff persons through direct BDI involvement, possibly including shared instruction, to follow-up and transition levels of interaction. These are described on the paper titled "Five Levels of Behavior Design Instructor Involvement." (Appendix B)

The BDI/Autism program remains conceptually the same in its levels of serving children with autism in special classes or in other settings. However, due to the increase in area autism classes (2 to 4) and the fact that none of the present teachers has had prior experience with such a class, the focus for first school quarter is almost exclusively on those special classes. Thereafter, service to children in small districts will resume on a regularly scheduled basis.

PROGRAM STRUCTURE

1. What is the target population and area served?

As described above, the target population is emotionally disabled, autistic, chronically disruptive (ED/A/CD) children; the target area includes seven counties with the program focus on the small, rural districts.

94 children were served by BDI's during 1980-81 -- 32 in preschool through grade six, 34 in grades seven through 12, and 28 with autism who were served in a variety of placements. Overall, 72% of the children were special education recipients, 30% were labelled ED for their primary handicapping condition. Of the 66 non-autistic children served, 38 or 58% were served in rural school settings.

The fact that 42% attended school in Cedar Rapids or Iowa City is evidence of a second criterion for case referral besides rural location -- problem severity. The two cities are collection points for many children who can be bussed in from rural areas. The availability of BDI assistance in helping those with severe problems is of particular value because of their case-oriented schedules. A behavior design instructor can arrange time to be in a particular setting more often than can other support service personnel, i.e. consultants, psychologists or social workers, who must distribute their time evenly across the various buildings they serve.

As autism is by definition a severely to profoundly handicapping condition, all of those children who reasonably can be are brought into special education classrooms in one of the larger population centers. Only seven children with autism were served in small district schools.

BDI Cases - 1980-81

Label; Primary Handicapping Condition-94		Special Education Placement	68
Emotionally Disabled (ED)	28	Resource Teaching Program (RTP)	4
		Self-Contained/Integration (SCI)	10
		Autism Classes	8
		Class for Severely Impaired	4
		Home	2
Learning Disabled (LD)	14	RTP	8
		SCI	6
Mentally Disabled-Educable (MDE)	14	RTP	8
		SCI	6
Mentally Disabled-Trainable (MDT)	1	SCI	1
Severe/Profound	4	Class for Severely Impaired	4
Preschool Developmental Class (PDC)	7	PDC Classrooms	7
English as a Second Language Class (ESL)	1	ESL Program	1
Regular Education	25	----	

Note: Of the 28 children with autism, only 12 were labelled ED. The other 14 were labelled according to their mental deficiencies, i.e. MDT, MDE, S/P, PDC.

2. What are the key roles in the program -- both direct service and supportive? (Perhaps append job descriptions.)

   The job description for the behavior design instructor is in Appendix C.

3. What are the responsibilities of each role and how do lines of authority link them?

   As described above, the specific responsibilities vary according to the needs of each referred child. Each BDI meets weekly with the ED/A/CD supervisor to review cases and occasionally with each other to share notes and strategies.

4. What are staff/student ratios for direct service staff? Indirect service staff?

   Full BDI involvement is designed on a 1 to 1 basis. However, very often the solution to a referred child's problem is found in assisting a teacher with an entire classroom. For instance, a particularly useful framework for BDI involvement is in helping a beginning special education teacher develop a set of management techniques for continuing use. A major thrust of the model is having the BDI locate and develop the other resource people from the AEA, LEA, or community who can serve the child's needs in that setting.

PROGRAM FUNCTION

1. How are entry/eligibility decisions made? Supporting data gathered?

   In its first year, the BDI program referral sources were the sector coordinators for those children who would be served through Shared Instruction and anyone in the school districts who had heard of the program and requested that assistance. Not infrequently, after a visit and initial exploration, the BDI would find that his/her services were really not needed for activities within their domain. For instance, a presenting problem might be better handled by a physician or a Department of Social Services worker or a Grant Wood person already scheduled into the building. Because all referrals had to be responded to, these "bad referrals" interfered with meaningful programming time. One method of trying to document the appropriateness of BDI involvement was the "Behaviors of Real Concern" report that was sent to a referral source to be filled out prior to a BDI visit. (Appendix D)

   In its second year of operation, the program has been altered slightly in terms of referral procedures. Principals are asked first to discuss a child's presenting problems with the special education consultant who serves that building. As that individual is familiar with the setting, he/she may be able to assist the principal in finding readier solutions if they are available. The school psychologist may also serve this end. If a referral appears without our having been forewarned by a consultant or psychologist, they are informed and asked if they will make a preliminary assessment of the problem. In this way, duplication of effort is avoided and everyone who should have a stake in the situation is involved from the start.

For children to be officially designated autistic, the Agency requires that psychiatrists or clinical psychologists from an appropriate setting has made that diagnosis. This is easily accomplished in our particular area because the University of Iowa Child Psychiatry Unit has a program for children with autism, and one of their staff psychiatrists also serves in the Child Evaluation Clinic maintained by Grant Wood. When referrals are received that, upon investigation, seem primarily to involve questions of possible autism, the BDI/Autism is assigned them. That may begin a process of identification through one of the clinical resources.

2. What methods/curricula are used?

Of course, this varies widely depending on the child and the presenting problems. These techniques are among those frequently employed: individual or classroom token economy; structured home/school communication system; social skills training groups; individual contracts; self-instruction and training; mediation essays; problem solving exercises; various reinforcement strategies. Home visits or parent meetings are almost always a part of the child's plan as are consultations with other key people in the environment. A philosophical underpinning of the BDI program is to assist the teachers in developing those management skills that are appropriate not only for the child but for their style of interaction in teaching. Exerpts from a written behavior design for an elementary student are shown in Appendix E.

3. Are there any special features about settings?

As many as there are settings!

4. How is student progress monitored?

Where data collection is part of the program, progress or lack of it is clear. Where it is not, the behavior design instructor must rely on reports of progress from teachers, administrators, parents and the child himself.

In order to help identify areas with behavior change possibilities, some tests are given at the outset. These routinely are: the Devereux or Hahnemann Behavior Rating Scales; Nowicki-Strickland Locus of Control Scale; Piers-Harris Self-Concept Inventory; where the age is appropriate, the Behavior Rating Profile. These provide baseline data against which progress can be measured.

5. How are exit/re-entry decisions made?

A decision to terminate the BDI program is a shared one made with those working with the child in his/her own school. Disengaging from some situations is difficult if the child or teacher has come to rely on the regularity of visits from the BDI. In such cases, careful steps are taken to turn over what has been the focus of that involvement to a social worker, counselor or another who will suitably fill that gap. A report summarizing BDI involvement is written and placed in the child's permanent file. Exerpts from one for a secondary student are shown in Appendix F.

6. Is there a follow up program?

The BDI's schedule their before and after school hours to telephone their case list on an agreed upon schedule that is thinned out over time. Some LEA people are eager for this ongoing communication; some need to have it insisted upon in a friendly way because they have shown signs of needing reminders to keep the program going; with some students, it has a real negative reinforcement value -- "Keep on being good or I'm going to be back intruding in your life again!" By keeping an appropriate amount of contact over several months, the BDI can quickly re-enter a situation when that is needed.

7. Is data on program effectiveness collected?

An informal opinionnaire was sent to those persons primarily involved with referred children. There was space on it for writing comments, but only the "Yes", "No", "No Opinion" responses are shown below. Seventy-three persons responded, and as more than one was sent for some students and no name was required on the opinionnaire response, it is impossible to know what percentage of referred children are represented on the data.

BDI Opinionnaire

	Percentages		
	Yes	No	No Opinion
1. Were ideas or techniques that the BDI developed helpful to you in working with this student?	78.8	14.5	7.2
2. When you ran into difficulty with a behavior change plan, did you receive adequate help from the BDI in changing the plan or trying another?	60.1	18.2	21.2
3. Do you feel you received about the right amount of service in terms of time spent and number of visits from the BDI?	68.3	24.2	8.1
4. Were there techniques you developed with the BDI that you believe will help you in your work with children in the future?	74.2	15.2	12.1
5. Would you request BDI service again?	76.1	15.2	9.1
Recommend it to a colleague with a similar problem with a student?	82.1	10.4	9.0

6. Taken all together, how would you rate the effectiveness of the BDI service to you in your work with this student?

Percentages

Not helpful			Very helpful
1	2	3	4
9.2	6.2	35.4	49.2
15.4		84.8	

The Opinionnaire was sent to all referral sources including those for whom BDI service had not proved to be needed.

Question 2 had the lowest percentage of "Yes" responses (60%), yet the highest percentage of "No Opinion" responses; apparently those who did not have difficulty with a behavior plan responded "No Opinion". A more serious problem was represented in question 3. By far the greatest source of disappointment with BDI service was the feeling on the part of LEA people that they did not receive enough assistance. Where "No" responses were explained, frustrations in not having had a child change as much as was hoped and expected were expressed in terms of BDI involvement being too infrequent or too late in coming or not followed through as expected. In response to these criticisms, the BDI program is stressing clarification of expectations on all sides from the outset and the revisions and referral procedures discussed above. Other complaints had to deal with the difficult problem of "swooping in from the outside and telling people what to do." The BDI role requires sensitivity and tact as well as ideas, and it was useful to share these Opinionnaire results as a group to see where we could improve all three.

Our summary conclusion about the Opinionnaire was that people thought that when we were good we were, very, very (or at least pretty) good, but that when we were bad we were horrid! We will continue to gather opinions.

Program effectiveness in terms of child change data was not systematically evaluated. Our plan is to gather post data on those children with whom involvement has been sustained and attempt such an evaluation at the end of this school year.

8. How are pupils transported to and from the program?

They aren't.

9. How does your program relate to the regular education program in your district?

As 27% of our referred children were regular education students, it appears that we have been able to offer meaningful service. In most cases, BDI interaction involves close work with the principal, counselor, and mainstream teachers even for special education youngsters. In this way, the BDI program may serve an important preventive function for children who have not yet had problems of such severity and duration that they must be placed out of their particular mainstream. The BDI working with a problem situation in a school provides a meaningful, directly relevant inservice to the teachers in that setting by helping them find ways to change behaviors that are rewarding to them and generative for the students.

COSTS

1. What is approximate total budget?

   The approximate total budget for behavior design instruction program is $70,000. This does not include secretarial or supervisory assistance.

2. How large are major budget categories (personnel, transportation, etc.)?

a. Three BDI's salary/fringes	-	$62,200
b. In-area travel	-	6,000
c. Materials, out-of-area travel and miscellaneous	-	1,800
		$70,000

3. What is the estimated per pupil expenditure?

   For the 94 children served, the per pupil expenditure is approximately $750; however, miles to travel, frequency of visits, and needs for materials varies widely from case to case.

4. What are sources of funds for the program?

   The BDI costs are carried under the AEA's support dollars budget. Weighted dollars that would be generated on the basis of individual students served have not been allocated for this program although such an arrangement might be considered where a regular, long-term involvement by a BDI was planned specifically to be a program substitute for a child qualified to receive services.

CONTACT PERSON

Polly Nichols
Supervisor, ED/A/CD
Grant Wood Area Education Agency
4401 Sixth Street S.W.
Cedar Rapids, IA 52404

Phone: 319-399-6877

PROGRAM FOR SHARED INSTRUCTION OF EMOTIONALLY DISABLED STUDENTS

Behavior Design Instructors and LEA Personnel

I. Target Students: Students certified emotionally disabled:

A. with moderate to severe problems who live at so great a distance from a self-contained program for emotionally disabled students that transportation is impractical or inappropriate.

B. with disabilities judged mild or transient but serious enough to cause substantial programming problems for their current school but for whom movement to a program for emotionally disabled appears more restrictive than appropriate.

C. who have been in self-contained settings but whose disabilities have lessened to a point that reintegration into a less restrictive setting will be appropriate if teachers are directly assisted in learning management techniques.

D. for whom the only special education class with space available offers less support than the severity of problems justifies.

E. for whom no special education program space is available and whose alternatives are to remain unserved on a waiting list or to be placed on homebound instruction.

The children must be staffed emotionally disabled. Since BDI involvement with each child can be rather long term or intense, the number of children actually served at a given time is limited.

A method of prioritizing is necessary. Therefore, it is essential that the ED/A/CD Supervisor be contacted by the Coordinator following any staffing where BDI services are required.

Data relevant to the child's difficulties and environment are gathered at that time and may be used for prioritizing.

The interval between the staffing and actual BDI involvement will fluctuate throughout the year.

II. Shared Instruction

A. The BDI initially gathers data relating to the child's difficulties. These may include:
   1. Setting analysis
   2. Structured observation of child
   3. Interviews and behavior ratings from staff
   4. Interviews and behavior ratings from parents/guardians
   5. Interviews and assessment activities with child
   6. Consultation with other agencies involved
      a. Department of Social Services
      b. Probation
      c. Mental Health

B. The BDI then makes a survey of the resources available to the teacher/student/home:
   1. Administration
   2. Teachers -- regular and special
   3. Other school support staff
   4. GWAEA support personnel
   5. Aides
   6. Volunteers
   7. Department of Social Services
   8. Mental health agencies
   9. Private practitioners

C. The next step will be to define with school personnel the type and scope of the BDI's involvement including:
   1. Length of direct involvement -- this will vary from case to case depending on the severity of the problem.
   2. Behaviors to be dealt with.
   3. Roles to be assumed by those involved -- teacher, BDI, aides, etc.

D. The BDI will write up the complete design for behavioral and affective interventions. An IEP for the BDI involvement may be written, where appropriate, to augment a teacher-made IEP already in effect; or the teacher may decide to use the goals and intervention plan from the BDI in the formulation of his/her own IEP.

E. Upon termination of direct involvement, the BDI will write a report describing his/her involvement.

The BDI will attempt to provide follow-up services beyond the actual direct involvement within the limits of time and location available from his/her next assignment. The kind and extent of this service will vary depending upon BDI demands, school and student needs, continuing difficulties, etc., and may include other Grant Wood behavior disorders personnel.

APPENDIX B

FIVE LEVELS OF BEHAVIOR DESIGN INSTRUCTOR INVOLVEMENT

1. INTERNAL CONSULTATION

This is a consultation between the behavior design instructor and another Grant Wood AEA staff person (consultant, social worker, psychologist, etc.) to discuss behavior problems of concern presented by a child or children in a regular or special education class. The BDI offers suggestions for dealing with the problem, describes the other available resources, or provides samples of programs that she/he has used in similar situations in the past.

No referral is necessary; the BDI and GWAEA staff person may decide that a higher level of BDI involvement would be appropriate and make arrangements for it.

2. IN-SCHOOL CONSULTATION

At this level, the BDI meets with the other Grant Wood staff members, the LEA teacher(s) and such other school staff as are involved with the presenting problem. As in Level 1, the BDI offers suggestions for behavior change strategies.

No referral is necessary; a decision for a higher level of BDI involvement may be made and arranged at this point.

3. CLASSROOM VISIT

This level is used when the BDI needs actually to see the child, his class, the teacher's techniques, etc., in order to gain a clear impression of the dynamics of the problem situation. The observation may be made with or without the other Grant Wood staff member present. Formal observation involving actual data collection is not done; however, the BDI notes particular behavior problems evident in the class and environmental factors which may be contributing to them. Impressions and suggestions are then shared with those involved.

No referral is necessary; a decision for a higher level of BDI involvement may be made and arranged at this point.

4. DIRECT BDI INVOLVEMENT

At this level, the BDI becomes involved in a program of regularly scheduled assistance to teachers or of actual shared instruction with children. The BDI assesses the situation using formal observation and other assessment devices (locus of control and self-concept scales, behavior rating scales, etc.). She/he may visit the home and work with other agencies (DSS, Probation, Mental Health, etc.) as well as with GWAEA and school staff.

In some situations, after a behavior change plan has been designed with the teacher, weekly visits to a classroom may suffice to maintain the program. In others, the BDI may work intensely and directly with a child until the designed management system is systematically turned over to the teacher or others in the environment. When a recommendation for a change in placement is the outcome of a BDI interaction, she/he may participate in staffings to present relevant findings.

A special education referral is needed for this level of direct service to children and their teachers.

5. FOLLOW-UP/TRANSITION

At this level, the BDI has closed the case for regularly scheduled visits to a referred child's classroom but continues to make telephone calls or occasional visits to assure his/her continued progress. The BDI may become directly re-involved at this point if necessary.

Transition assistance may be required when a child is entering a new program following

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JOB DESCRIPTION

TITLE: Behavior Design Instructor

REPORTS TO: Supervisor, Programs for Emotionally Disabled/Autistic/ Chronically Disruptive

QUALIFICATIONS:

1. Iowa professional teaching certificate with endorsement 10 or 20 (regular elementary or secondary level instruction) or endorsement 14 or 35 (special elementary or K-12 level instruction).
2. Completion of an approved teacher training program in emotional disabilities (approval 80).
3. Masters degree and two years successful professional experience in a program designed to meet educational needs of emotionally disabled students, or bachelors degree and four years of commensurate experience.

JOB GOALS:

To design individualized behavior programs for students certified as emotionally disabled or in need of such services; to mount these programs in the least restrictive environments, closest to the students' homes, that may be thereby made appropriate; to teach in daily participation as a shared instructional enterprise with the faculty and support staff centered in those buildings for a specified number of weeks; to provide LEA personnel and local community support persons with the training and practice necessary to continue the behavior management systems so designed and implemented in order that students may continue their educational and social development in their natural settings.

POSITION RESPONSIBILITIES:

1. To make full educational, affective, and environmental setting assessments on which to base the behavior design and against which to measure progress.
2. To work with LEA faculty and administration to determine who among them will be participants in the shared instruction.
3. To design, deliver, and describe in writing and on the IEP a complete design for behavioral and affective interventions.
4. To assist teachers and to train such support persons as parents, aides, or volunteers as may be appropriately involved in the shared instruction.
5. To teach directly and to model intervention techniques, gradually withdrawing direct involvement as local personnel take over the full implementation of the behavior design.
6. To write a complete report of the BDI interventions and their implementation for ongoing reference.
7. To serve as resource staff available for consultation to LEA staff or for modification behavior design after terminating direct sharing of instruction.

TERMS OF EMPLOYMENT: 190-day base contract.

APPENDIX D

BEHAVIORS OF REAL CONCERN
Information for Behavior Design Instruction

Name _____ Age _____ Grade in School _____

Special Education Placement _____ Other Grant Wood Services _____

Have you discussed this referral with your Grant Wood Coordinator serving your sector? _____

Teachers primarily concerned _____ Subject _____

_____ Subject _____

_____ Subject _____

Statement of presenting problems:

Specific Behaviors:

Describe the student's most disturbing behaviors.	How many times a day/week	Where?
1.		
2.		
3.		

Helping personnel involved this school year: (Please check)

	Name	Type of Involvement
___	Counselor?	
___	School Psychologist?	
___	Social Worker?	
___	Consultant?	
___	Community Agent?	
___	Speech Clinician?	
___	DSS Worker?	
___	Probation Officer?	
___	Mental Health Consultant?	
___	Psychologist/Psychiatrist?	
___	Other?	

D-2

BEHAVIOR CHANGE METHODS ATTEMPTED THIS YEAR

(Do not describe any of these in great detail here. This list will help the Behavior Design Instructor make the best use of the time available in your school by filling us in, in advance, on this child's situation. Please check on left side and briefly describe in the space to the right.)

Counseling? (When? How long? With whom?)

	Individual
	Group
	Outside

Reinforcement? (For what? How often?)

	Edible/tangible rewards
	Charts, stars, etc.
	Special activities
	Extra privileges

Punishment? (For what? How often?)

	Loss of privileges
	Isolation
	Detention
	Suspension
	Spanking
	Other

Management System? (Managed by whom? Duration?)

	Classroom token economy
	Individual contract

Home Involvement? (Regularly? How often? Cooperation?)

	Parent conferences
	Home/school consequences

Medication? (What kind? Dosage? Administered at school?)

	Past
	Present

GRANT WOOD
AREA EDUCATION AGENCY

Dwight G Bass Administrator

PROPOSAL FOR GARY

ASPECTS OF SYSTEM

1. STAR Sheet

   A. Behavior Defined, examples:
      1. Speaks appropriately
         a. No swearing/baby talk
         b. Speaks when given permission
         c. Uses "indoor" voice
      2. Stays in own area
      3. Followed directions/did not delay

   B. Academic
      1. Ratings are for the quality of work done on time.

   C. Each teacher takes a few seconds (while rating) to give reason for rating
      1. Write "words of encouragement."
      2. Indicate work not completed in "encouragement" section.
      3. Bonus points - 1 bonus point for each rating (behavior and academic) of excellent (4) (optional).

   D. Gary will receive a behavior (but not academic) rating for lunch and recess. He will receive a "4" if no reports of aggressive behavior are made, a "0" if a report is made.

   E. Manager (Bill) checks:
      1. To make sure work is completed, if not, Gary must take work to office to complete.
      2. Discuss ratings with Gary - emphasizes the positive.
      3. Totals points for the day.

   F. STAR Sheet goes home - must be signed by both parents and returned the next day.

   G. When STAR Sheet is returned to school signed, manager records the points on a tally sheet. These will then count toward a reinforcement.

5. Aggressive Behavior

   A. Aggressive behavior is defined as:
      1. Hitting, kicking, slapping, poking, pinching, etc.
      2. Spitting on or at another.
      3. Verbal or physical threat to harm another.

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B. Such behaviors typically occur either while passing between classes, on the playground, or before/after school.

C. Any teacher who witnesses any of the above behaviors will immediately report that to the principal. Gary will be sent or taken to the office.

D. The behaviors above, or others which cause or have the potential to cause actual physical harm will require:
   1. Immediate suspension from school.
   2. Parent conference to discuss the problem prior to allowing Gary to re-enter school.
   3. Gary must sign the commitment form (Appendix A).
   4. Possible filing of assault charges with the Police Department.

E. Other aggressive behaviors will result in Gary being isolated in the office during which he must copy the appropriate Mediation Essay (Spitting or Threats) twice.
   1. The purpose of a mediation essay is essentially two-fold:
      a. To serve as a mildly aversive punishment or restitution techniques.
      b. To make the student aware of what he/she did that was wrong, the consequences of it, what he should do instead and the consequences of that.

6. Disrespectful Behavior

   A. Disrespectful behavior is defined as:
      1. Calling an adult a "name"
      2. Mocking or taunting an adult.
      3. Blatant refusal to obey a direct command.

   B. Any occurrence of the above will result in Gary being sent to the office, isolated and writing a Mediation Essay (disrespect) as outlined in #5 above.

7. Obscene Language

   A. Obscene language is defined as:
      1. Any of the words or phrases typically thought of as sexually suggestive.
      2. Profanity (cursing).
      3. Clearly suggestive gestures.

   B. Any occurrence of these will result in Gary being sent to the office, isolated and writing a Mediation Essay (swearing) as outlined in #5 above.

Mediation Essay - Threats

What did I do wrong?

I did not act like a responsible person because I threatened another student.

Why shouldn't I do this?

When I threaten other students I am acting in a way that makes me appear to be a bully. This may frighten other children. They may also decide to threaten or fight with me. When I get caught I'll get in trouble and have to write this paper and possibly even be suspended from school.

What should I do?

I should try my hardest not to threaten other kids. I should treat other kids as if they were my friends and as I would want them to treat me.

What will happen if I don't threaten others?

I won't be scaring others or getting into fights. The other kids will like me better and I will make my teachers, principal and parents happy and proud of me.

Mediation Essay - Disrespect

What did I do wrong?

I did not act like a responsible person because I was disrespectful of an adult.

Why shouldn't I do this?

When I am disrespectful to adults I am acting in an irresponsible way. I lose the respect of teachers and students alike. When I get caught I'll get in trouble and have to write this paper and possibly even be suspended from school.

What should I do?

I should try hard to be respectful of adults. I should treat them as I would like to be treated by them.

What will happen if I am respectful of adults?

The adults will like and respect me more and I will make my teachers, principal and parents happy and proud of me.

APPENDIX E

STAR STUDENT'S TEAM ACTIVITY REPORT

STUDENT _____ DATE _____

1 CLASS OR ACTIVITY _____

X THE BEHAVIOR RATING →	0 UNACCEPTABLE	1 POOR	2 ACCEPTABLE	3 GOOD	4 EXCELLENT

Some words of encouragement.

Academic Work	
	Excellent 4
	Good 3
	Average 2
	Poor 1
	None 0

SIGNATURE _____

2 CLASS OR ACTIVITY _____

X THE BEHAVIOR RATING →	0 UNACCEPTABLE	1 POOR	2 ACCEPTABLE	3 GOOD	4 EXCELLENT

Some words of encouragement.

Academic Work	
	Excellent 4
	Good 3
	Average 2
	Poor 1
	None 0

SIGNATURE _____

3 CLASS OR ACTIVITY _____

X THE BEHAVIOR RATING →	0 UNACCEPTABLE	1 POOR	2 ACCEPTABLE	3 GOOD	4 EXCELLENT

Some words of encouragement.

Academic Work	
	Excellent 4
	Good 3
	Average 2
	Poor 1
	None 0

SIGNATURE _____

4 CLASS OR ACTIVITY _____

X THE BEHAVIOR RATING →	0 UNACCEPTABLE	1 POOR	2 ACCEPTABLE	3 GOOD	4 EXCELLENT

Some words of encouragement.

Academic Work	
	Excellent 4
	Good 3
	Average 2
	Poor 1
	None 0

SIGNATURE _____

5 CLASS OR ACTIVITY _____

X THE BEHAVIOR RATING →	0 UNACCEPTABLE	1 POOR	2 ACCEPTABLE	3 GOOD	4 EXCELLENT

Some words of encouragement.

Academic Work	
	Excellent 4
	Good 3
	Average 2
	Poor 1
	None 0

SIGNATURE _____

6 CLASS OR ACTIVITY _____

X THE BEHAVIOR RATING →	0 UNACCEPTABLE	1 POOR	2 ACCEPTABLE	3 GOOD	4 EXCELLENT

Some words of encouragement.

Academic Work	
	Excellent 4
	Good 3
	Average 2
	Poor 1
	None 0

SIGNATURE _____

PARENT INFORMATION

SIGNATURE _____ 53

I REVIEWED THIS FORM TODAY

POINTS

Behavior	
Academic	
Bonus	

GRANT WOOD
AREA EDUCATION AGENCY

Dwight G Bode Administrator

BEHAVIOR DESIGN INSTRUCTOR REPORT

NAME:	Mark
BIRTHDATE:	6/30/63
REFERRED BY:	Jill Jones, RTP Teacher
DATE OF REFERRAL:	1/16/81
STAFF MEMBER:	Gary Lawrenson
DATE OF REPORT:	5/18/81
PARENT/GUARDIAN:	M/M Robert
ADDRESS:	Riverside, IA 52327
ATTENDANCE CTR.:	High School
DISTRICT:	Mid-Prairie Community

REASON FOR REFERRAL:

"We would like to have help in behavior modification program for this student."

I. Assessment Components

A. Review of Grant Wood AEA master file.
B. Interviews with Mrs. , parent; Jill Jones, RTP teacher; Don Randall, school counselor; Mary Kreiner, Social Studies teacher, Mark Volkman, Science teacher; Mary Walgaman, librarian, and Mark.
C. Structured Behavior Observations.
D. Piers-Harris Self-Concept Scale and Nowicki-Strickland Locus of Control.

II. Assessment Results

A. Review of File and Interviews

Presently, concerns at school center around Mark's social behaviors which distinctly isolate him from peers. The behaviors include occasional reoccurrence of spitting in wastebaskets, belching, audibly passing gas, and noises produced by clicking his tongue and rubbing his fingers and hands together. When told to stop these behaviors, Mark complies quickly. There is indication that these may be attention-getting behaviors. For instance, when his seat was moved to the back of the study hall, the behaviors ceased. Mark's explanation for hand movements is that he needs to work off excess energy that has built up in him. Another behavior which annoys teachers and students alike is his long, drawn-out, fast-paced questions and statements in class. The run-on statements cause confusion to listeners and negative comments from students. The statements are a sincere effort by Mark to thoroughly explain his statement or question. Unfortunately, the statement is so riddled with inclusions, exclusions and restatements that the message gets lost in verbage.

The school staff estimates that Mark experiences grand mal epileptic seizures approximately three times each week at school, although the frequency and intensity may vary by the week. The occurrence of seizures has been consistent since Mark was one year old.

Mrs. stated Mark now takes medication (Mycilin) which may be helpful in lessening the severity of seizures, but may also impair short-term memory.

When Mark was asked to name some things which he thought other students felt made him different, he brought up his seizures and his acne. He has visited with a physician about the acne, but does not consistently follow the advice given or use the medicated cream given.

III. Conclusions

A. Mark has a history of inappropriate behaviors (spitting, belching, etc.) which clearly sets him apart from other students. For at least several weeks, Mark has not displayed these behaviors. Despite this, his pattern of speech, seizures, odd hand movements, and noises make him distinctly different. He has no real friends and most students see him as "weird". Because of the results of psychological testing and information from interviews, it is questionable whether Mark has sufficient social perception to interact successfully even if he was better accepted.

B. It is questionable whether many students understand Mark's epileptic seizures. There is indication that some students think Mark is faking it and can control himself if he wants.

C. Mark's verbal expression may very well be a result of brain damage. His verbal expression is not something he does to irritate people. It is a sincere effort to clearly explain himself.

D. Mark has a problem with facial acne. Mrs. stated that it has sometimes become a problem in that she needs to constantly remind him to cleanse his face.

IV. Recommendations, Actions, Follow-up

A. Because of Mark's low concept of his physical appearance and his concern about his acne, several things can be done to improve the situation. Mark agreed to accept any information I could get to improve his acne. Although Mark has in the past received the same type of information and has even seen a doctor about his condition, I think he may be more receptive to receiving information from me, rather than his parents, at this time. I contacted Dr. Mark Knabel of the Dermatology Clinic, University of Iowa Hospitals, and obtained several applicable pamphlets which were given to Mark. Jill Jones, RTP teacher, is also working with Mark on grooming skills.

B. Because of Mark's isolation from other epileptics and knowledge of problems in living they may experience, it is desirable Mark become aware of and hopefully involved in a support group for epileptics. The closest such support group, the Cedar Rapids Chapter of the Epilepsy Foundation of America, meets monthly. Mr. and Mrs. Richard A. Schade are officers in this group and were very helpful in providing information about their meetings. This information was given to Mark and his parents, but Mark was not enthused about attending.

C. Because there appears to be some common misperceptions among students and staff about epilepsy, it is recommended that efforts be made to educate students and staff. This could take the form of informal discussions in classrooms, inclusion of a unit on epilepsy in health class, a formal assembly, etc. It is important to be sensitive to Mark's feelings when planning education activities. He is agreeable to Mr. Randall, guidance counselor, talking to classes informally soon after Mark has had a seizure in a classroom. Mr. Randall will follow up on efforts to educate students and staff.

D. One of Mark's more annoying behaviors in classrooms is his odd hand movements and the resulting noises. Because Mark states he needs to do these things to burn off nervous energy, an alternative method to do so was introduced. A select number of isometric exercises can be used in a quiet and discrete manner so that no one is even aware the exercises are being done. These exercises were taught to Mark and a list of them was given to Jill Jones so she could follow up with practice and use by Mark.

E. Observations of Mark and the wide discrepancies in his verbal and performance scores on the WISC-R strongly indicate Mark does not possess adequate social awareness and social skills. It is strongly recommended that Mark become involved in some type of counseling and instruction in social awareness and social skills to raise his level of social perceptions and interactions. This can take the form of regular individual or small group sessions conducted by the guidance counselor, psychologist, and/or social worker. One excellent source of reference is Skillstreaming the Adolescent by Goldstein. Also, Mr. Randall was provided with materials which may be helpful. He will follow up on this recommendation.

F. Because Mark will be a senior next year and his epilepsy needs to be considered in his occupational/education choices, it is recommended Mark become involved in occupational exploration and planning. The parents have already had contact with Mr. Bill Birtcher, Vocational Counselor, Iowa Department of Rehabilitation. Efforts are now being made by the parents to involve Mark in vocational evaluation this summer. Additionally, a work study position or a part-time job next year would be very beneficial to help Mark understand the need for appropriate social behavior and also provide knowledge of different jobs. Besides the Department of Vocational Rehabilitation, the Governor's Youth Opportunity Project may be very helpful in exploration and work experience. Mr. Randall will also be a valuable source for vocational aptitude testing and vocational counseling.

Mark is a very interesting and intriguing person. Although he has some distinct characteristics and behaviors which set him apart from the mainstream, he has the potential to change many of those behaviors. Mark can certainly benefit from social skills training. I commend Jill Jones and Don Randall for their patience and persistence, and encourage them to continue their efforts and accomplishments with Mark.

Gary M. Lawrenson
Behavior Design Instructor

Copy to: Grant Wood AEA Central File
Don Randall

Management Assistants Program

Mainstream Behavior/Emotional Problems

Clementine Rardin
Management Assistant, Special Services
Roseville Area Schools

PROGRAM HISTORY

Administrative Planning

The Management Assistants' Program evolved from the need to provide specific and consistent social learning experiences in a mainstream setting for a second grade boy who exhibited some autistic-like behaviors. The administrator of special services outlined a plan to use para-professional persons for such service and presented that as a proposal to the school superintendent and the State Department of Education's consultant for service to the learning disabled/ emotionally disturbed. As the plan was both innovative and consistent with the trend toward the least restrictive level of service, referred to as level III in the cascade of services terminology of 1972, the proposal was approved by the district and the State Department of Education as a pilot special education program, reimbursable as the services where directed by a licensed teacher for handicapped students.

Educational-Related Services

A former administrator of special services had established a program to provide behavioral and academic service by a teacher licensed to instruct the special learning and behavior problem population. This teacher was the staff person designated to train and supervise the management assistants in the services defined in the outline of the pilot program. Four elementary schools were selected to serve as sites for the pilot program. Staff was hired from applicants who had completed B.A. degrees in an area of human services, or child development technition programs.

Interagency Agreements

To provide guidance, consultation on student needs, and in-service programs, a University of Minnesota teacher for the emotionally disturbed was hired to meet with the management assistants and lead teacher once a month for three hours. This instruction augmented that provided by the lead teacher and incorporated both theoretical and functional information.

Parent Involvement

The impetus for the program had come from parents of a second grade boy who displayed some mild autistic-like behaviors. His original school experiences had been in classrooms for TMR and EMH students. These parents requested their son's education be provided in his home school, if possible. The program design evolved from the needs this student would have if he was to attend mainstream classes in his neighborhood school.

Earlier experiences in the school district had indicated resistance to "importing" problem behavior students to a district-wide program in a school building and then attempting to integrate those students into mainstream classrooms. Placement of program service in the student's neighborhood school seemed to have several distinct advantages which appealed to the parents and to the regular and mainstream educators. The concept fit well with prevailing theories of special education, levels of service and mainstreaming, and had the potential for creating an atmosphere of greater acceptance of the handicapped in the least restrictive of educational settings.

Presentation to School Staff

The Administrator of Special Services, with the cooperation of the superintendent and four building principals, arranged for the program to be piloted in four of the district's twelve elementary schools. The principals were assisted by the Administrator of Special Services and the lead teacher.

Only one of the four pilot schools had an identified student who would receive immediate service. That original student and teacher had the privilege of serving as guinea pig for the procedures to be used in the program. The lead teacher had had the experience of serving as an itinerant behavioral program consultant. That person used procedures organized for the itinerant program to provide the methods for assessment and intervention strategies to be incorporated in the pilot of the management assistants' program. The teaching staff of the schools participating in the pilot program identified students through the special education referral process. School psychologists guided the mainstream teachers in the selection of appropriate candidates for a behavioral referral. Special education personnel were given a general description of the new service by the administrator during a workshop meeting at the beginning of the school year.

Change in Program Design

Since it's origin as a pilot program at the beginning of the 1972-73 school year, many changes have evolved and continue to expand and contract the service options of the Management Assistant Program. When service was initially expanded, to other elementary schools in the district, it was at the request of the building principal. After P.L. 94-142 was passed, each elementary school special education staff included a management assistant

position. In some cases two or three management assistants were at times allocated to an elementary school in response to the number of identified handicapped students.

A major goal of the pilot program had been to identify behavioral needs and to avoid putting a label on the student. Once again P.L. 94-142 required a change. Students now had to be identified as behaviorally or emotionally handicapped. Student needs had to be identified and those which coincided with the definitions of the state and federal laws could be eligible for service as the result of a meeting with parents and school staff where a label was attached to the student's program plan.

Originally the classroom teacher was the primary referral source. As the program expanded and the service increased in acceptance and sophistication, it became apparent that the smaller, less socially disruptive population of anxious, withdrawn, socially inept students, was not referred as their observed needs indicated they should. School psychologists and parents then assumed increased importance as referral sources. The passage of P.L. 94-142 subsequently identified members of this broader group as appropriate persons to refer students for special education service.

Management assistant positions were expanded to the secondary schools, in February of 1977, when managed learning programs were piloted in a junior and senior high school. These staff positions were to compliment those of the teachers of the emotionally disturbed included in that program design. The management assistants in the secondary programs have similar responsibilities to those in the elementary schools with the addition of some academic interactions under the supervision of the managed learning teacher.

Student behavioral change programs, during the first few years of the Management Assistant Program, were written in very specific terms describing students' strengths, needs and priority behaviors with exact descriptions of the interventions and how data would be collected. The advent of the Individual Education Plan, to be used by all special education services, constrained the program descriptions to just the legal requirements which reduced the specificity of information provided to classroom teachers and parents, though the actual programmatic procedures did not change.

Required adjustments in the district's organization of students' school day schedule reduced the time available for in-service to the management assistants. Teacher planning time had been provided by releasing students in elementary school after lunch on alternate Monday afternoons. State policy on definition of "school days" eliminated these early dismissal days. Now elementary teacher planning is provided through the time the students are served by "specialists." New procedures for in-service have been tried since that change occurred. The most successful have been the workshop days' in-service presentation by district or community professionals and regularly scheduled, end-of-school day meetings of management assistants to discuss a previously determined agenda of issues.

PROGRAM STRUCTURE

Target Population

Elementary students, identified as mild to moderately behaviorally or emotionally handicapped, are served by the Management Assistants' Program. Excessively disruptive, or inappropriate, students are served by the self-contained Managed Learning Program. That program provides both academic and social learning experiences for district students.

Programs for the mild-moderate BP/ED populations are implemented in the student's home school whenever feasible. The academic programs of the mainstream curriculum are supplemented by other special education services for students who need academic support and are eligible for a learning disability or educationally handicapped program. Combination of the Management Assistants' Program with the academic skills instruction of the L.D. and E.M.H. teachers has allowed maintenance of the student in the neighborhood school. This provides the least restrictive educational setting and the good, age-appropriate role models available in the mainstream classroom.

At this time students K-5th grades are served by the program. When the program was originated the districts elementary schools served K-6th grades.

Roles of Program Staff

The major responsibilities of the management assistants are to assess student needs, using recorded classroom observations, and to implement intervention programs developed by the I.E.P. team. The supervisor is responsible for the selection and training of the management assistants and for participation in the planning and implementation of the intervention strategies. Classroom teachers have a major role in the identification of the student and for cooperation in the implementation of the interventions. Principals' service to the program are those required by P.L. 94-142 and, on some occasions, to develop the cooperation of a classroom teacher in the implementation of the objectives described in the student's I.E.P. written with the preceding teacher. Parents are often responsible for demonstrating support for the school program and for facilitating communication between school staff and community professionals who are providing service to the

student. The students are always encouraged to be active participants in the organization of the behavioral program designed to meet their needs.

A copy of the position responsibilities for the management assistants is included in the appendix to this paper.

Role Responsibilities and Lines of Authority

Management assistants are responsible to the school principal for participation in the general structure of the building. The program supervisor, with the management assistants, is responsible for the programmatic functions. The principal and program supervisor cooperate in the performance reviews of the management assistants. The school psychologist for the building guides the child study team with the building principal. The management assistant then has the principal supervising general participation in the building activities, the program supervisor guiding programmatic functions and the school psychologist coordinating communication with other special education programs in the school.

Both the program supervisor and school psychologist are responsible to the school principal, when in that building, and to the administrator of special services. The organization of the school district has given authority and responsibility, and considerable latitude, to the building principals who report to the director of elementary school services. The administrator of special services and the director of elementary services report to the superintendent.

Staff/Student Ratios

Management assistants may serve fifteen students by some form of direct service. Most case loads reflect direct service with a few students receiving indirect service as those individuals approach completion of their special education programs.

PROGRAM FUNCTION

Eligibility/Entrance Decisions

When a child study team has reviewed a referral and indicated an assessment is appropriate, a temporary case manager is appointed. That person contacts the parent before the request for educational assessment is sent by mail. The child study team has already determined who should be involved in the assessment; the names of the persons, the areas to be assessed are indicated on the form. When the parent's approval has been received the temporary case manager informs the assessment team. The management assistant then initiates an assessment process which includes a standardized behavior checklist to be completed by the classroom teacher(s), review of cumulative and nurses records, formal and informal recorded observations of student behaviors in all school activities, and interviews with significant school staff. When the assessment is completed, the data is entered on an assessment summary form and submitted to the temporary case manager. That information, plus data gathered by the school psychologist and others, which may include the school social worker's interview of parents, is presented to the team convened for that purpose. When the data is determined to indicate a handicapping condition, which is affecting the student's academic progress, the team then becomes an I.E.P. team and writes that student's special education plan. The goals and objectives to be implemented by the management assistant are outlined in that I.E.P.

Methods

Effective and non-intrusive intervention strategies in the mainstream classrooms are preferred for students served by the management assistants. The frequency, duration and intensity of disadvantageous behaviors, as indicated by the classroom observations, guide the selection of priority

behaviors and of the strategies to be used to increase the desired behavior. When the frequency of a disruptive behavior is high, a shaping procedure in the classroom may be used. A similar strategy may be used to interrupt excessive withdrawal behaviors which are interferring with the individual's progress, though not intruding on the learning of classmates.

In most cases the student's program will include a system for identifying the frequency of the desired behavior through a daily behavioral report system. The behaviors are recorded by the student, endorsed by the classroom teacher, and placed on a graph during a scheduled time with the management assistant. These strategies are augmented by participation in a small social group which is organized to teach specific age appropriate social interaccion skills. Older elementary students often participate in groups to practice these skills as they learn to serve as cross-age tutors. The younger students frequently are guided in the acquisiton of play skills, which require cooperation, through games or 'hands on' activities. These social skills experiences are structured and guided by the specific learning needs of the students. Release from the classroom is arranged to occur when the student is not missing instruction in academic skills.

Important to all age groups, and included in these social activities, is the introduction of organization strategies to assist the student's academic production. A common problem for most of the students is the lack of skill organizing both objects and time. If these organizational skills are difficult for the student, then props and specific supports are provided. A prop that is used frequently is a desk 'map'. This 'map' provides a visual method for organizing the books and supplies stored in the student's desk. Common supplies are folders and daily schedules taped to the students' desk which associate the classroom activity with the approximate time of

day when it occurs. Whever possible the strategies are coordinated to take advantage of the classroom activities which allow or require social interaction of students.

Defined systemmatic removal from the social setting of the classroom is used, for excessively disruptive students, in association with strategies which identify and reinforce the desired behaviors. Each student's program will emphasize the student's ability to select and exhibit the productive behaviors appropriate for that student's age and grade placement. Frequent identification of the 'good' choices made by the student is used to recognize the student's ability to be effectively in control. A strategy, referred to as regrouping, helps the student in responsibly change location of self to a less stimulating environment when stress accumulates. That is one of the methods used, and monitored, to systematically increase the student's perception of ability to be in control. For selected students, this strategy is designed to assist development of the sense of responsible power over circumstances and to increase the student's awareness of available behavioral choices.

The frequency of contact between the student and management assistant is conditioned by student behaviors and classroom conditions. Most students are seen twice a day after program strategies are securely in place--once in the morning and again later in the day to handle the reporting and graphing procedures. In some cases the management assistant may develop and initiate a classroom system, cooperatively with the teacher. This occurs when five or six identified students are in one classroom.

Special Features

Most management assistants have office space large enough to allow some small group social activities. As reinforcement of desired behaviors is primarily social interactions with other students (another chance to enhance socialization skills) this room space is necessary. It is also necessary to have privacy for control of crisis situations and confidential conversations.

Recording Student Progress

Each student's priority behaviors are monitored by some form of daily checklist. These records, and teacher evaluations, are the major methods for identification of student progress. Attendance, contacts with the school nurse, referrals to the office and recorded classroom observations augment the daily records of priority behaviors.

Exit/Re-Entry Decisions

Service to students is concluded through the due process procedures. The intensity of student interventions has been adjusted continuously to place increasing responsibility for behavior onto the student, whether the behavior is excessive or inadequate. Contacts with the management assistant and prompts for appropriate behaviors are faded gradually. As excessive behaviors are frequently affected by environmental conditions, attention is given to selecting and describing optimum classroom organization for specific students.

Follow-Up

Follow-up of students occurs formally and informally through teacher contacts with the management assistant.

Program Evaluation

Evaluation of the management assistant program has been obtained from data on student behavior and by teacher/principal/parent/student responses to a questionnaire. The data has indicated that not all students can be adequately served through this mainstream program. The most resistant have appeared to be those disruptive students whose families have been unable to provide consistent structure and adequate emotional support to the student. These students appear to need the reliable environment of school, tend to be unhappy about vacation as elementary students, and truant as they progress through the grades. Students who appear to exhibit immature social skills, inadequate contact with the immediate environment, need decreasingly intensive service over time, but gradually acquire behaviors which approximate their peers. Constant contact with an average population tends to improve both social awareness and modify deviant behaviors.

Transportation

As students are served in their home schools, no special transportation is needed.

Function with Regular Education

Constant contact with mainstream educators is required as academic programming is provided by regular education, supplemented by special education service of L.D. or E.M.H. teachers as appropriate. The program is designed to support BP/ED students within the mainstream of elementary education.

Approximate Budget and Sources of Funds

The costs of the program are for personnel, a very minimal amount is used for supplies. Management assistant salaries are in the $11,000 range.

As special education personnel the district is reimbursed at the rate of other special education staff. Benefits are provided to management assistants as to other non-licensed personnel. The status as reimbursable special education personnel is being contested at this time. Without reimbursement the cost, per pupil, would be approximately $800. That figure would include some portion of a supervisor's salary. When appropriately licensed special education staff are available, on site, to supervise the management assistants their salaries may be eligible for special education reimbursement.

WHAT HAS BEEN LEARNED FROM EXPERIENCE

Attributes of Effective Management Assistants

It seems very important to describe the qualities of persons who have served with great effectiveness as management assistants. Our experience, since the inception of the program, has revealed the crucial importance of the following characteristics. In all but one case effective management assistants have been college graduates. All have had course work in human development. Given those basic attributes, the qualities listed below are in the order of importance.

Intellectual Abilities

1. The person demonstrates an ability to integrate concepts from a variety of theories to guide problem solving.
2. The person can recognize, and describe, the significance of observed behaviors.
3. The person demonstrates these intellectual qualities in spontaneous responses to student behaviors.
4. The person can describe the concepts which guided the problem solving behaviors they used to assist student needs.

Experiences

1. The person has sought opportunities to be with children in guided activities.

2. The person can describe the individual differences they observed in children during those experiences.

Personal Characteristics

1. The person has recognized the presence of stress in positions where they are responsible for other individuals.

2. The person can describe how they handle stress.

3. The person has interests in activities different from their job experiences.

Advantages for Para-Professional Personnel

The management assistants have found their role as non-licensed staff in a school setting supports the implementation of social learning in the regular education setting. The opportunities for the student to be surrounded by good role models is increased. Because the management assistants cannot be responsible for an academic program classroom teachers do not seek to remove the BP/ED students from classroom instruction. Classroom teachers know that support is at hand, teaching does not have to be disrupted by inappropriate behaviors, but they are responsible for that student's instruction. This results in more effort to increase desired behaviors in the most normal of school environments.

Students tend to view the management assistants as persons who are interested in their total school experience. Management assistants are aware of the need to support the classroom teachers role as leader and to direct students' behaviors to increasing their positive interactions with teachers. Because the management assistants' role is so different it reduces covert personal conflict to subvert the teachers' positions as primary source of instruction.

Disadvantages of Para-Professional Personnel

The management assistants' role as coordinator of communication between regular and special educators is increased because they cannot provide academic instruction to students who have both social and academic learning needs. They are dependent upon non-curricular, but school related, activities for content of social groups. They must give more effort to achieve acceptance for their abilities in a setting which is organized for licensed staff.

CONTACT PERSON

Clementine Rardin, Program Supervisor, BP/ED, Special Services, Roseville Area Schools, 1910 West County Road B, Roseville, Minnesota 55113.

The REACH Program

Karin Schmidt
SLBP/ED Teacher
Independent School District 279
Osseo-Brooklyn Park

Related educational programs or Services which Preceded REACH

For 20 years our school district, I.S.D. 279 - Osseo-Brooklyn Park, has made some provisions for the needs of children with behavior and/or emotional problems severe enough to interfere with academic learning. Psychological evaluation has been available for such students by district school psychologists who would then often serve as resource persons to teachers and parents in meeting the behavioral and emotional needs of these students. The same professional would refer more severe cases out of the district to agencies and institutions with the appropriate resources to treat severe problems.

Until 1978 Osseo Senior High provided this resource, school counselors, and special education support services for students with either specific or general learning disabilities. Support staff became increasingly aware of a number of students referred to the Student Support Team who did not qualify for these existing special education programs. Without regular, intensive support within the school these students most often dropped out. Many were referred by their parents who questioned why they did not qualify for existing programs when it was obvious that support was necessary for their child to succeed in school.

Target population of REACH

Typically, the students referred to the REACH Program have adequate, but below grade-level, academic skills much contact with disciplinary staff, poor attendance records, successive class failures, either disruptive or withdrawn classroom behavior, problems with authority, and yet still an admitted desire to graduate.

To more specifically describe those students on an average case load at Osseo Senior High: 50% have had problems with the police or courts; 40% come from broken families; 27% have been labeled learning disabled, however 80% have reading and/or math skills at least 2 years below grade level; 50% have had problems with chemical abuse; 33% have had professional help outside the school for their emotional problems; and 86% have been drop-outs. Of these 36% have dropped out for at least one trimester. The remaining students have been defined as in-school drop-outs by losing over 50% of their credits for at least one trimester.

Key Roles in Program-District Service and Supportive

At least 3 SLBP teachers with certification for teaching emotionally disturbed are required to work with Level Three and Four students on a direct daily basis. Presently at Osseo Senior High, with a student population of over 1800, we have 2½ E.D. teacher positions. This is adequate for the Level Two and Three services which are currently delivered. To add Level Four services would require more staff and facilities than we have available at present.

One part-time SLBP teacher with certification in the area of Learning Disabilities would be a necessary staff member to remediate deficit skill areas for those students with learning disabilities. This teacher would also provide Level Two service to those REACH students with academic problems in the regular classroom.

Increasingly, REACH staff has become aware of the need for a social worker-counselor staff member. Often there is only a minimum of behavior change that can occur in the school setting without regular, intensive

involvement with that student and their family. A professional with training in this area would work closely with the home in providing the tools for problem solving and behavior management that would integrate a total program for the needs of that student. The social worker-counselor would also serve a vital function in one-to-one counseling with more disturbed students, co-leading in group sessions, and crises intervention.

To complete the REACH staff a full-time para-professional, trained in the components of "due process" must be involved. Duties of this staff member would include keeping student files current, sending out mailing to parents, correlating assessment data, organizing the monitoring system for Goal Attainment Scaling, and doing observations of students in regular classrooms.

Teachers involved in the program carry a maximum case load of 15 students with direct service. Usually 10 or 12 are more manageable with Level Three E.D. students. Both the social worker-counselor and the para-professional work with the entire student population in REACH.

Programs within buildings are under the jurisdiction of the building principal. Any major decisions regarding the REACH Program are made by our principal. District personnel usually assist in program development, defining assessment procedures, eligibility requirements, etc. Decisions within the program are team decisions made by the staff involved.

Program presentation to other school staff

Since the REACH Program is basically only a single hour a day for

each student out of a six-hour class schedule, regular classroom teachers are responsible for supporting these students during the majority of their school day. To aid teachers in working with the behaviors of these handicapped students, some extensive, on-going, inservice training is offered. A core group of about 15 teachers is selected initially to represent each department and the particular classes that receive heavier enrollment by REACH students. These teachers attend a series of workshops that better prepare them to work with socially and emotionally handicapped students.

As a follow-up to the workshops the REACH staff serves as a resource to this core group in developing plans for specific students in regular classrooms. Regular education teachers who have received this training will act as resource people for other members of their department. Each year mini-workshops presenting information on the REACH program and any innovative resources will be made available to new and/or interested Osseo Sr. High staff.

How are entry/eligibility decisions made?

To be eligible for special education services students involved in the REACH Program must be validated emotionally disturbed to some degree in a school setting. We follow the federal guidelines as given in Section 121a.5 of P.L. 94-142 which defines the emotionally disturbed child.

Our districts Coordinator of Support Services drew up a list of symptomatic behaviors resulting from the characteristics (in that definition) which may appear in the school setting.

1. Negative group interactions;

2. Defiance of, or indifference to authority;
3. Destructive to people, including self, or property;
4. Disturbing to other classrooms leadership;
5. Unresponsive to traditional school contingencies;
6. Unable to tolerate classroom structure, rules;
7. Isolation which may be self imposed;
8. Inappropriate behavior to age;
9. Impulsivity;
10. Physically and/or verbally abusive to others;
11. Truancy;
12. Dishonesty;
13. Suicide threats or attempts.

Utilizing this definition with the list of resulting behaviors, the support team inspects the assessment data gatherd on the student to determine if the student exhibits these characteristics to such a marked degree as to be unable to function with success in the school setting. If these problems are chronic or recurring and seriously affect the student's educational performance the team makes a decision of eligibility.

How is supporting data gathered?

A total system approach is used in gathering data for the assessment process. Information from school, home, and community is included.

School data is collected from 5 sources: a thorough review of the student's cumulative and psychological files, including a credit check; at least two observations in different classroom environments; reports from teachers of each of the student's classes; academic test scores; and reports from counselors and/or administration who have had frequent contacts with the student.

Data regarding the home situation is obtained from parent and student in interviews where similar questions are asked of both student and parents to get an indication of where there is agreement and/or disagreement problem areas.

Information from county social workers, probation officers, residential treatment programs, police liason workers, and other professionals such as psychologists, etc., gives valuable data on the student's functioning in the total environment.

To assist the team in validating emotional problems in a specific student, certain personality tests which allow a student to make a self-assessment are administered. The MMPI is adminstered to certain students if the team requests its use based on information which indicates the presence of severe problems. However, because of its length, difficulty of correcting, and lack of validity regarding some adolescent behavior, the MMPI is not adminstered to most students.

Recently the Tennessee Self-Concept Scale has been incorporated into the REACH assessment process. The Tennessee has several empirical scales including the areas of General Maladjustment, Personality Disorder, Personality Integration, and Number of Deviant Signs (NDS). REACH students indicate severe problems in all of these areas; but the most important for assessment purposes is the NDS. According to research this score alone identifies deviant individuals with about 80% accuracy.

Methods and curricula used

Goal Attainment Scaling (G.A.S.) is the primary treatment methodology for the REACH Program. While G.A.S. was originally proposed as an assessment tool for community mental health programs (1976, 1973), it has since been applied to goal setting for both individuals and organizations across the whole spectrum of human services. It is designed for

great flexibility which is neither a specific set of instructions, nor a particular collection of pre-specified scales. Instead, G.A.S. is a combination of an ideology, a type of record-keeping, and a series of techniques. The basic future-oriented, reality testing approach of which G.A.S. is based, duplicates, in part, the informal goal setting so often used by effective therapists and educators. Both the interactional reality testing aspects and its evaluative uses are valuable in an effective program.

From the behavioral management viewpoint, there are many similarities to G.A.S. which indicate further advantages when working with emotionally distrubed students: 1) the goal sheet serves as a mutually defined contract. 2) Goals are behaviorally specific with measurable outcomes. 3) G.A.S. facilitates client responsibility for owning the problem. 4) Goals are oriented toward positive outgrowth. 5) Goals delineate clear and consistent expectations. 6) There is immediate and continuou. feedback. 7) Focus is narrowed to essential issues.

Implementation of G.A.S. into the REACH Program follows four basic steps. The first two steps, collection of information about the individuals and specification of major areas where change would be feasible and helpful, have already been completed during the assessment process and the I.E.P. Conference. Step three, which involves actually developing specific predictions of a series of outcome levels for each goal, is completed between the student and his/her case manager immediately after the student begins receiving support services. Goals directly relating to certain classes include input from that classroom teacher as to what would be a feasible goal.

Students usually write between 6 and 15 goals. At least one goal for each class is required. Personal and family goals are encouraged especially if they have received high priority on the I.E.P.

The fourth basic step in G.A.S. is scoring the goals. To complete this step a system of monitoring the goals is necessary. In the secondary school this requires contacting each of the student's teachers at least once during the week so the goals can be scored and immediate and continuous feedback be given weekly.

Monitoring student progress

Weekly goal monitoring for REACH involves a system using goal sheets which are given to each student's teachers when goals are written at the beginning of each trimester. At this time the teacher is also made aware of the student's problem behaviors, and some techniques are suggested for working successfully with that student in the classroom. At the end of each week the classroom teacher will record the data necessary on the goal sheet and place it in a pre-arranged location where REACH staff will have access to the data. More often, however, the teacher meets with one of the REACH staff to communicate the necessary information. The information is recorded on a duplicate goal sheet and later filed under each teacher's name. Data on personal and family goals require a phone call to parents or a self-monitoring report from the student.

Goals are then scored in the group with each student selecting their goal sheets from the file. That week's date is recorded at the level of attainment reached by the student. Group discussion then focuses on mutual recognition for goal attainment, thereby providing a vehicle for immediate and continuous feedback and reinforcement for the student. A chart is displayed listing each group member and the percentage of

goals met for that week to remind each one of how many goals he/she met at the expected level. Since students must meet at least 50% of their goals to get an elective credit for the REACH class, this visible reminder keeps them aware of weekly progress.

The group model as a vehicle for service delivery

While developing a program for emotionally disturbed students at Osseo Sr. High various methods of delivering services were studied and utilized. The majority of the methods studied did not seem to apply to the 15 to 19 year old student in a secondary situation where one teacher does not have much control over potentially reinforcing events. What was needed was a service delivery system which could be particularly relevant to this age group, could be effective in changing behavior, and could serve up to 15 students for only one hour per day.

The group model seems to be most effective for high school students with emotional and behavioral problems because of these several advantages; 1) a group model can provide a micro-cosmic environment within which peers can feed reality back to one another in a caring manner. 2) In groups students can safely explore alternative styles of interaction, and group leaders can model more appropriate ways of relating. 3) Because of the importance of accountability through the use of G.A.S., groups further enhance the individual's motivation to achieve his/her goals by providing a milieu of reality testing and support.

Considering the needs of emotionally and socially handicapped adolescents together with the characteristics they exhibit in a group situation, it seems evident that a definite group structure is necessary together with some type of developmental curriculum. Both are required to enable these students to acquire the skills necessary to receive maximum benefit from the group.

With the traditional scheduling method at Osseo Sr. High, students are, by necessity, scheduled into the REACH Program one hour a day every day of the week. Experience has indicated that three group sessions a week seems to be most effective.

One of the group sessions involves giving feedback on weekly goals and marking the progress for the week on goal sheets. The remaining two group days contain some planned activity with structured openings and endings. Certain group limits or rules are agreed upon when the group first meets. Included in these sessions are group reinforcement strategies which include rewarding activities such as going out for breakfast, having a radio on during study time, a game day, or another alternative previously agreed on as a reward for some group accomplishment such as each person achieving his/her most difficult goal that week. Or the group may decide to do something special for a single student when a particularly difficult task is accomplished.

Two days each week the students will not participate in a group session. This time is given to one-to-one contact for a discussion of personal issues which the student would rather not discuss in group; or it could be spent studying for a test, clarifying instructions for writing a paper, setting up an outline, explaining how to solve math or science problems, organizing time and class work, or in other words, basic study skills. Tutoring time has proven to be most productive for students who have experienced little success in school. If they make the commitment to attempt assignments with some amount of tutoring support, even a bit of success gives them the needed confidence to succeed at more difficult tasks.

REACH setting

In three years our REACH Program has had 3 different physical settings. Ideally we feel a group room is required which offers privacy, a consistent place to be, and a small area with little to distract from the group process.

Study days require the group room plus more areas where students can study undisturbed. There is little or no productivity when everyone sits around the same table to work on class assignments.

Also necessary is an area where student and teacher can be away from the group and other distractions for private conversation.

A conference area needs to be available for parent conferences, periodic reviews, etc. This area however can be used in conjunction with other school programs.

Data on Program Effectiveness

Goal Attainment Scaling is the method utilized to evaluate the entire REACH Program. The actual goal will be listed at the expected level of outcome while other levels of predicted attainment for each goal will also be stated. The goals will be scored at the end of each school year. Goals center around: How many REACH students remain in school; How many students earn the minimum of credit; How much disciplinary incidents decrease between REACH students and staff.

Anonymous questionnaires given to students, teachers, and parents are correlated to give a more subjective, but often more valid, evaluation of whether or not the REACH Program meets its goals.

Costs

-Osseo Sr. High Approximate Budget (1980-81) - ED program

Licensed staff - 28,700

Support staff - 5,500

Paraprofessional - 4,900

Administrative costs - 2,360

Fringe benefits - 7,390

Supplies/Equipment - 750

Total - 49,600

Estimated per pupil cost - 1,550

Source of funds: Title VI-B (92-142)
State Special Ed. Aid
Foundation Aid and Local Funds

In the fall of 1977 school districts were required to file an application with the state department in order to obtain the flow-through funds allocated through Public Law 94-142. The application included a narrative description of the project for which the funds would be expended and included the specific goals and objectives for personnel to be hired. P.L. 94-142 specified the money must be spent on priorities 1 and 2 as outlined in the Act. Priority 2 were underserved handicapped children and youths. The project that was written by the special education director addressed the drop-out students from the senior high schools and those students who were still in school but frequently absent or likely to become drop-outs.

The school district had previously established a program for elementary age emotionally disturbed/behavior problem students. At the secondary level there was no special educational program per se for such students. Counselors, psychologists, administrators, and regular teachers all tried to do what they could to help such students but there was no established program. Therefore, it seemed obvious that the emotionally disturbed adolescent in district 279 fit both the unserved and underserved priorities. With the allocation of federal funds to the district it not only was mandatory to serve these students but also more possible. The preliminary planning that went into establishing the program was not elaborate. Two or three meetings with the school adminstration dealt with the addition of ED certified staff, the role of an outreach worker, (psychologist or social worker) to assist in finding the out-of school handicapped students and some procedural questions. It was determined that federal funds would be expended for ED certified staff and for management aides to assist as necessary. There also was planning around the involvement of parents

in some support group activities. The staff and special education supervisor subsequently became the program planners and the program evolved through the efforts of those people most closely involved with the students.

Services to Seriously Behaviorally Disordered/Emotionally Disturbed Students in Rural Communities

Frank H. Wood and Robert Lininger
University of Minnesota

SERVICES TO SERIOUSLY BEHAVIORALLY DISORDERED/EMOTIONALLY DISTURBED STUDENTS IN RURAL COMMUNITIES

by
Frank H. Wood and Robert Lininger
University of Minnesota

Services to the Seriously Behaviorally Disordered/Emotionally Disturbed in the Light of Recent Legislation and Court Decision

Following a series of court decisions that established the right of handicapped children to a free public education and the passage of progressive legislation by many states, the United States Congress established a national standard for an appropriate education for these students in the Education of the Handicapped Act of 1970 (P.L. 91-230) and the regulations implementing it as amended by P.L. 93-380, P.L. 94-142, and P.L. 95-561. This legislation supports comprehensive programming efforts at several levels in states that accept the authorized federal funding. Local school districts are required to develop plans for programming for all special students and individualized education programs (IEP's) for individual students. State education agencies are required to provide program plans for implementing education services for all students in the state and the federal Office of Special Education and Rehabilitation Services is charged with monitoring compliance with the provisions of the act in participating states. What impact has this legislation had on educational programming for emotionally disturbed students?

The delivery of services has been affected by questions about eligibility for services under the definition provided in the implementing regulations. This definition attempts to limit eligibility to the most seriously emotionally disturbed, a group from which the "socially maladjusted but not emotionally disturbed" are specifically excluded. (The term "behaviorally disordered," which is widely used by educators, is

not used in the definition.) There has been considerable discussion about whether this means that services are not mandated at all for the mildly or moderately emotionally disturbed student or for the socially maladjusted student who has been adjudicated delinquent. Raiser and VanNagel (1980) feel that this will be the result in practice, and Kauffman (1980) argues strongly that P.L. 94-142 will actually result in the punishment of schools that currently provide special services to mildly and moderately disturbed students because these programs will not be reimbursed. But, perhaps the programs will be reimbursable if the students are relabeled as "seriously" rather than moderately disturbed, a semantic accommodation. Such relabeling requires only a shift in the perspective of the labeler, and strongly subjective factors influence the labeling of students as emotionally disturbed in any case (Wood, 1981). The definition of eligibility and other important matters, e.g., the determination of standards for teacher licensure remain to be fully worked out in the complementary state laws and regulations. Further litigation may also be required before clarity is achieved.

But, even if the full effects of the new legislation are not yet clear, one general effect has an impetus to develop more programs for students labeled as (seriously) behaviorally disordered/emotionally disturbed in both rural and urban areas. Now our public schools have a legislatively as well as constitutionally based obligation to provide an educational program for all children. Exclusion or serial suspensions are no longer alternatives to working out a solution to the instructional problem created by behaviorally disordered students. A slow but steady increase in the number of programs for the behaviorally disordered/emotionally disturbed is occurring. In addition, teacher's "off the record" comments suggest that some of the students receiving special education support service on a part-time basis under categorical labels like "learning disabled" or

"mentally retarded" have behavior problems as a primary characteristic.

Serious emotional disturbance is a relatively low incidence handicap. Wood & Zabel (1978) and Rubin & Balow (1978) have summarized estimates of need ranging from 0.5-3% of the school population. Available services continue to fall short of the need, however. The Office of Special Education and Rehabilitation estimates that large numbers of emotionally disturbed students are currently going unserved (Grosenick & Huntze, 1979). In many states, the percentage of students served at present is less than 0.5%. Services seem in particular short supply in rural areas. While it is true that parental resistance to "emotional disturbance" as a label because of its socially embarrassing associations may result in some students being mislabeled as "learning disabled" (note comment above), mislabeling alone cannot account for a discrepancy of this size.

Special Problems of Rural Areas

Providing an appropriate education for low incidence, difficult-to-manage students like the seriously behaviorally disordered/emotionally disturbed presents many problems for school districts in rural areas. Some are functions of sparse population and predominately agricultural economic base (Bruininks & Werdin, 1981; Sher, 1977). For example, consider the following factors:

1. Lack of an adequate tax base to support expensive specialized programs for students with special needs.

2. Difficulty in recruitment and retention of specially trained teachers and administrators.

3. Lack of availability of specialized related services-medical, psychiatric, social welfare.

4. Problems in overcoming the social isolation of families having a "problem child", who may be the focus of community disapproval and rejection rather than sympathy. Because of the sparse population of rural areas it is difficult to compensate for this isolation

through the formation of parent support groups and collocations.

5. Problems created for the delivery of services by geographic factors such as poor secondary roads, long distances to be traveled, and the hazards of severe weather.

6. Special demographic problems created by ethnic, cultural, or religious groupings or the seasonal presence of migrant labor families.

While several of these problems are by no means found uniquely in rural communities, their cumulative effects present a major challenge to rural school educational planners.

Changing Service Models

Wide acceptance of community responsibility for providing an appropriate education to all students with special needs has developed slowly in the United States, and still faces a still somewhat uncertain future. A sense of responsibility limited to individuals with readily recognizable and sympathy-inducing handicaps has long been present. In urban areas, this found expression through the establishment of special schools and residences for the blind, deaf, and physically impaired supported either by municipal funds or gifts from private donors, some of which date back to the colonial period. Usually, these institutions did not serve the rural population, but many states began the establishment of similar facilities to serve a wider population in the early 19th century (Dunn 1973, pp. 41 ff). Besides institutions to serve the deaf, blind, and mentally retarded, some institutions were established for the mentally ill. While these "hospitals" for the mentally ill did not serve the very young, they provided treatment and what may be called a form of vocational education to adolescents as well as adults.

The limitations of the residential model are now generally recognized. Children are taken from their families to live in what if often a regimented, barracks-type situation. Family bonds are difficult to maintain. Neglect,

and occasionally even abusive treatment and exploitation, occur with sufficient frequency to arouse the apprehension of parents seeking a wholesome environment for their child. Finally, the separation of the special needs population from the broader community fosters a sense of estrangement that may make later integration more difficult.

For these reasons, special day classes for pupils who could continue to live at home with their families were developed in urban areas from about 1900 on. Further efforts to educate students in a more normal environment gradually produced programs offering a range of services, which Deno (1970) and others have conceptualized as a "cascade". Today, rural parents of children with special problems, who have previously possessed only two choices — keeping their child at home with few special services or uprooting the child and sending him/her to a state boarding institution — are beginning to ask why their children can not have some of the educational benefits of this new model.

Issues in Developing New Service Models for Severely Emotionally Disturbed Students in Rural Areas

Models developed to serve urban populations do not generalize directly to rural areas. Tailoring service models to fit the special needs and resources of rural areas requires careful planning. Some of the factors creating special problems for rural special education planners have already been mentioned. These and others have been clustered into six major issues for discussion. Following this discussion, several service delivery options that can contribute to meeting the needs of rural seriously emotionally disturbed students will be described. The issues to be discussed are general issues for special education, although they present some unique features when discussed in the context of programming for the seriously behaviorally/

emotionally disturbed.

The Eligibility/Labeling Issue: The relationship between categorical labels and appropriate programming for seriously behaviorally disordered/emotionally disturbed students.

"Programming" for seriously emotionally disturbed students is mandated by state and federal law. Presumably, this madate covers most students who are seriously behaviorally disordered, although as already mentioned, the current P. L. 94-142 definition specifically excludes students who are socially maladjusted but not emotionally disturbed, an exclusion probably directed at delinquent, i.e., rule-breaking youth who are not also seriously disturbed. However, confusion about eligibility means that the specific nature of the programming and the extent of the special services to be provided at school district expense are often left largely to local discretion.

The actual number of behaviorally disordered/emotionally disturbed students receiving service is not known. Some students are not receiving service. Some may be served under other labels. For example, some districts report the enrollment of substantial numbers of "learning disabled students" but few or no seriously emotionally disturbed students. It seems likely that some of the LD students may be primarily behaviorally and/or emotionally disordered. The use of the LD label can result from parental pressures. Parents who recognize that their students need help may press to have their student receive some label that assures eligibility, but they may resist use of the label "seriously emotionally disturbed" because of the potentially lasting stigmatization of the family and the student that results.

From one viewpoint, the labeling issue seems irrelevant. Who cares what label is used as long as the student receives an appropriate special education? Why not use a general, functional label like "special needs

student"? Unfortunately, the matter is not as simple as this when our focus is on students with severe, documentable behavior disorders, and possibly, related, intropsychic emotional disturbance. Small numbers of teachers have the temperament and training, both being very important, that effective education of these students requires. Would use of a less demeaning label be compatible with assurance of placement for instruction with an appropriately prepared teacher? Experience suggests the answer must be "no." Consider what happens at present.

In Minnesota, teacher labels (licenses) must match student labels. As a result, if an administrator has no teachers trained (licensed) to teach emotionally disturbed students, he/she is reluctant to use that label, which would automatically place his program out of compliance. This mislabeling, plus that resulting from parental pressure, means that some BD/ED students do not receive appropriate services because they are placed with teachers who are not well qualified by personality or training to meet their educational needs. Thus, the labeling issue is inseperable from service issues.

Service for disturbed students is mandated, and many needy students receive some kind of service. But, is it really the appropriately individualized mandated under the law? While generic labels are desirable for social reasons they may permit less than appropriate service unless program administrators demonstrate a firm commitment to meeting the needs of each student. And, if BD/Ed students are then grouped with Mr. X, will they not be labeled "Mr. X's kids, the crazy ones." Thus acquiring a new stigmatizing label?

No solution by rule to the eligibility/labeling issue appears possible. The only solution lies in our continuing efforts to see that students receive the best education available in the least restrictive and stigma-

tizing environment possible.

The Funding Issue: Using federal, state, and non school to support local programs for the seriously behaviorally disordered/emotionally disturbed student

Students with special needs make up a small minority of the school population. Some of the handicapped subgroups attract more supportive, if somewhat patronizing, sympathy from the general public than the seriously emotionally disturbed. These students are a small and unpopular minority for the most part, the focus of resentment because they interfere with the instruction of other students and make schools less pleasant places for everyone. While highly aware of their presence in the schools, the lay public tends to underestimate the deep-rooted severity of their problems, believing that most could be straightened up by rough and ready methods. They also believe that those who do not respond to such direct methods are probably "too sick" or "too mean and dangerous" to be in school with other children and should be excluded or turned over to welfare or correction agencies for programming.

This poor public image makes it difficult to maintain funding for therapeutic educational programs for emotionally disturbed students. In the race for limited dollars, they frequently end up ranking lower in priority than other needs. In this situation, being able to point out the shared costs made possible by state and federal supporting funds is very important to the special education planner. Special educators hope that these funds will continue to be available as a means of offsetting resistance to programming efforts at the local level. In the meantime, other factors like billing back the cost of educational services provided to students sent away to residential institutions to the local district, support a strategy of developing local programs.

Interagency cooperation offers potential for further spreading the financial costs of programs for the emotionally disturbed. The advantages through a cooperative effort take the form of an increase in the number and diversity of personnel and concomitant increase in the number of possible service delivery arrangements. This increase in staff and services can be accomplished without taking the student too far away from his or her home community.

For example, the Green Bay (Wisconsin) Public School District and the Brown County Mental Health Unit have combined resources to provide comprehensive services for emotionally disturbed children and youth in the area. The school district supplies teachers, materials and transportation and the Mental Health Residential Center provides space for self-contained special classes (K-12). Through the cooperative effort, a variety of programming options become available. The student can live either in the community or in the Mental Helath residence and be placed in the Mental Health self-contained program, the special education options at the public schools, or mainstreamed all or part of the day into the regular classroom. Mental Health provides parent and student counseling and outreach services to families with disturbed students.

Such examples demonstrate what can be done. But, often cooperation between schools and other public agencies is quite limited (Wood, in press). Yet, ironically, many private programs receive much of their funding from public agencies, including schools. For complex reasons, they seem to be more successful at combining funds from private (e.g. insurance, parent contributions) and public (school, welfare, corrections) sources than any single public agency can be. As a result, certain types of programs, especially residential programs, may remain largely in the private sector for the immediate future.

The Centralization Issue: Should rural programs for seriously emotionally disturbed students be centralized (students transported to the program) or decentralized (staff traveling to the students)?

No one has yet come forward with a convincing argument that long school bus rides are beneficial for typical students. For seriously emotionally disturbed students, these rides are extremely difficult for themselves, fellow passengers, and the driver. For this reason it seems a sound general principle to provide educational programs for these students as close to their homes as possible. Either the management assistant, counseling teacher, or resource room model seems the first choice for programming. Only if appropriate services can not be arranged at the students' own school should additional transportation be considered. And, if it is necessary to transport seriously emotionally disturbed students over long distances, management of behavior during the bus ride should be given as much attention as the in-school program.

The Nature of Service Issue: What is the appropriate balance of direct, indirect, and supplementary services?

Direct services are educational services provided directly to a student with special needs by a special education teacher or related staff person. Indirect services are services provided by special education personnel to regular classroom teachers to enable them to serve eligible students with special needs placed in their classrooms more effectively. Supplementary services are services provided that are not primarily educational in nature, for example, diagnostic or counseling services.

If it is preferrable to provide services at the student's local school, there will most likely be too few students to justify a full day special class, given the low incidence of serious behavior disorders/emotional dis-

turbance. Special classes become more feasible when they serve students from more than one building or district. Thus, special education teachers placed in a rural district will frequently be called upon to provide a wide range of indirect as well as direct services. To accomplish this task they will require not only extensive training but on-going support from well-trained consultants.

The extent of the supplementary services that are provided directly to the student and his/her parents at school expense is properly a matter for careful discussion. Paying for needed consulting and therapeutic services from other mental health professions can become a heavy burden to a school district. Fortunately, in many rural areas, mental health agencies are willing to work out cooperative programs with districts. This helps ease the expense to parents, but the extent of school liability for excess costs is still a matter for debate.

The Generic v. Categorical Issue: Should services be provided in generic or categorical model?

Despite the obligatory application of labels to students with special needs, special educators know that they do not fit easily into a limited number of slots. There would never be enough categories to fit an ideally appropriate service model until the number of categories match the number of students to be served, i.e., a totally individualized program. The obvious practical response, particularly when we are dealing with a low incidence group in sparsely populated rural areas, is to adopt some form of the "generic model", which makes easier the solution of many of the thorny problems of eligibility and facilitates flexible programming.

Unfortunately, the generic model of service frequently has been abused in practice. Students with special needs are placed with teachers who lack the training to serve them appropriately. Rather than being decategorized

in the interests of individualization, service is "watered down." But, good generic programs are possible and the potential of the model remains.

One model that might be considered is that reportedly used in Israel. There, the special education teacher assigned to a local school is expected to acquire through continuing education the specific skills that enable him/her to provide an appropriate education for those students with special needs in their particular school. Advanced training taken at night or when the school is not in session is partly reimbursed from school funds. In return for this support, the teacher accepts a contractual obligation to remain at the school for an agreed upon period of time. The additional training is recognized by salary differentials. As a result, a special teacher with skills fitted to the children in a particular school is trained and recieves the professional recognition his or her specialized training merits.

The Day v. Residential School Issue: What is the place of special day schools or residential programs in rural programming for the seriously emotionally disturbed?

A few students can not be accommodated in a regular classroom even with strong supplementary services or a good resource room backup program because of the severity, frequency, or nature of their behavior disorders. A full-time day or residential program is needed for their appropriate therapeutic education. The number of students requiring such service and the distance to be traveled will be primary considerations in deciding whether or not to set up such a program in a particular rural area. Where distances are not too great and the population size warrants it, day school programs can be set up to serve several school districts on a cooperative basis. A number of good examples exist in urban and suburban areas. If such programs

are not practical, a residential treatment center/school is a possibility, with students either boarded continuously or for only the days of the school week, returning home only on weekends. Either dormitories or foster homes provide the needed boarding accommodations. The use of boarding homes has the advantage of avoiding commitment to a fixed overhead, and as a result, may be more feasible for a public shcool program undertaken in cooperation with other agencies. Such programs can be supported by a combination of educational, welfare, and mental health funds. A Wisconsin example was discussed earlier.

SERVICE OPTIONS FOR RURAL PROGRAMS

A Range of Service Options

A range of service options for behaviorally disordered/emotionally disturbed students is shown in Figure I. The options are listed in order of the estimated total per pupil cost, and the likelihood of partial reimbursement of those costs from state and federal funds has been suggested as related to the issue of eligibility and labeling. Feasibility for a single district to implement a particular option will be a function of the interplay of several variables, but greatest stress has been placed on estimates of incidence and the need for transportation to bring low incidence students to a central location for instruction. These options will be briefly discussed here in general terms. More detailed descriptions of similar programs implemented by several districts will be presented in other papers.

Option 1: Inservice Training on Behavior Management Procedures for Regular Classroom Teachers.

The least expensive option for improving services of behaviorally disordered/emotionally disturbed students is provision for training regular

FIGURE I: SERVICE OPTIONS FOR RURAL PROGRAMS

Options	Need for Eligibility/ Labeling	Need for Additional Transportation	Special Services Required	Feasibility for Single Rural District
1. Inservice Training on Behavior Management Procedures for Regular Classroom Teachers	No	No	Inservice Training	High
2. Use of Paraprofessional Staff to Provide Assistance in Behavior Management to Regular Classroom Teachers	No	No	Consultation by Paraprofessional	High
3. Use of Professional Staff to Assist Regular Classroom Teachers in Behavior Management	Optional	No	Consultation by Professional	High
4. Supplementing Consultanting Teacher Service with Direct Service with an Aide	Optional	No	Consultation by professional plus direct service by paraprofessional	High
5. Responsibility Shared between a Regular Teacher and a Special Resource Room Teacher	Yes	Optional	Consultation plus direct service by professional	High
6. Special Class (Day School) Placement	Yes	Yes	Direct service by paraprofessionals and professionals plus professional consultation	Medium
7. Special Class (Residential School) Placement	Yes	Yes	Direct service by paraprofessionals and professionals plus professional consultation	Low

classroom teachers in better methods of behavior management as part of a coordinated building plan for improving the educational climate of the school. To be effective, such training involves more than a single lecture or one day workshop, and the benefits are greatest if this option is combined with some of the other options listed, particularly numbers one through four. The limitation of this approach is the difficulty many teachers experience when trying to apply in their classrooms procedures they have learned in a workshop. In one of the related papers included with these proceedings, a description of useful skills for classroom teachers is provided.

Option 2: Use of Paraprofessional Staff to Provide Assistance in Behavior Management to Regular Classroom Teachers.

There are many people in our society whose training and experience qualify them to assist professionals in their work with children although they do not meet standards for professional licensure. Examples might be men or women who have completed undergraduate training programs in psychology or social welfare but lack teacher licensure. Other examples are persons with teaching licenses who are not teaching currently either by choice or because of lack of a position. Most communities also have members who do not wish to accept full-time employment for family or business reasons but who are available to work with teachers on a part-time basis. Such persons can be trained to provide consultation and support to regular classroom teachers, as in one of the programs that will be described in these proceedings.

Salaries of such nonlicensed paraprofessionals may not be reimbursable from state and federal funds, but this disadvantage is offset somewhat by the lower salaries they typically receive for their limited but very useful work. Their paraprofessional status limits their function in the school

to assisting teachers, but the full responsibility for students remains with the professional teacher.

Option 3: Use of Professional Staff to Assist Regular Classroom Teachers in Behavior Management.

Paraprofessionals usually lack extensive experience with severely behaviorally disordered/emotionally disturbed students. As a result, they need careful supervision and backup to help them assist teachers to cope with more severe problem behavior. Consultants who are licensed professionals can be expected to have this experience and to operate more effectively and independently on a wide range of behavior problem situations. (This is not to ignore the obvious fact that an inexperienced teacher may be less knowledgeable than an experienced aide.) A consultant teacher can also be expected to have the ability to plan and conduct inservice training of the type described in Option 1. A consultant's job description may include responsibility for some direct service, although caution must be exercised as it is easy to overload the faculty member filling such a role. Examples of programs using consultant teachers effectively are described in some of the accompanying papers.

Option 4: Supplementing Consulting Teacher Service with Direct Service with an Aide.

While paraprofessionals can not by regulation undertake instructional tasks independently, they can assist teachers in the management of problem behavior. Many student behavior problems are manifested as poor attention to task and low tolerance for frustration, areas where an "assistant to the teacher" can be of great assistance in the regular classroom. To be most effective with severely emotionally disturbed students, such parapro-

fessionals need the support of an experienced consulting teacher as well as the supervision of the classroom teacher.

Option 5: Responsibility Shared Between a Regular Teacher and a Special Resource Room Teacher.

Having seriously behaviorally disordered/emotionally disturbed students spend part of each day in a resource room staffed by a trained special teacher has several benefits. The student can receive highly individualized instruction. His/her removal from the regular classroom provides a rest for the classroom teacher and other students — as well as a change for the problem student. A framework is established whereby two professionals share responsibility for a student, with the potential of facilitating optimal growth through cooperative exploitation of the possibilities of each setting. As already mentioned, it is possible for resource teachers to provide some consultation to regular classroom teachers beyond that specific to the needs of the students for whom direct service responsibility is shared. But, it is important to protect resource teachers from having too much outside responsibility thrust upon them.

Implicit in the resource room concept is the principle that students (and their problems) are still owned by the regular classroom teacher. The resource teacher is a supporter and consultant to the regular classroom teacher with responsibility for the special student only during the time he or she is in the resource room. By extension, it is important to help all regular classroom teachers understand the resource teacher is not responsible for helping to solve every behavior problem that arises in the building. Effective resource teachers must have the tact and diplomatic skills necessary to work in buildings where their relationships with regular classroom teachers range from full cooperation to no cooperation at

all. A challenging role!

Option 6: Special Class (Day School) Placement.

This option carries the special education program for emotionally disturbed students beyond the range of options most appropriate for a single rural district. The number of seriously behaviorally disordered/emotionally disturbed students who are appropriately placed in a special class for more than half of the school day is usually quite small, not more than 0.5% of the total district enrollment even in large urban districts. Only large total district enrollments provide the stable incidence figures that justify planning an ongoing program of this type. Furthermore, because a sound program needs supplemental staff such as social workers and psychologists in addition to special teachers and aides, and a specially prepared setting, this option is usually cost efficient only for units of two to four classes, rather than a single class. Thus, in rural areas, day school programs are only feasible when operated cooperatively by several districts.

Transportation costs add to the expense of special class programs. And, the real cost of such programs is made still greater by the consideration that a special class program should not be established without the existence of a complementary program including several of the previously mentioned options. Without these options, students who do not actually need the restrictive day school placement may be referred because it is "the only available place" for them, and implementing their return to the regular classroom when ready for that transition will be made difficult by the lack of supportive services.

Option 7: Special Class (Residential School) Placement.

As noted in the introductory section of this paper, placement in a

residential setting was once felt to be optional for seriously behaviorally disordered/emotionally disturbed students. As students of human behavior have come to recognize that much problem behavior and related emotional disturbance is rooted in specific social interactions among a student and his parents, peers, and teachers, they have come to believe that this disturbance can most effectively be treated in the context of these relationships. Thus, an interest in maintaining disturbed students in their home environments whenever possible parallels the emphasis on group and family therapy in psychiatric treatemnt. And from an economic perspective, even the most expensive combinations of special day school and outpatient clinical treatment do not approach the cost of good residential care and treatment programs.

However, home or community conditions sometimes make residential treatment necessary. While it is to be hoped that most rural districts would be able to make available to students, their families, and teachers at least Options 1-4, there will be occasions when these do not permit adequate management and theraputic programs for individual students. For these students, residential placement may be the only alternative.

As already suggested, funding and administrative factors make it extremely difficult for a single school district or even a cooperative unit to set up a residential school. However, a school system can certainly encourage the location of residential program close enough to permit weekend visits home by students by being open to working out cooperative arrangements with the public or private agency running such a program. These cooperative arrangements can take the form of a provision of a school program itself, or the payment of tuition to another district that provides the program.

Since the establishment of a new residential program is not likely under consideration by many members of this audience, this option will not

be discussed in detail during the workshop. Information about possible contacts for information can be provided to any districts that are seriously considering such an option.

SUMMARY

Rural schools face unique problems when planning for improved educational opportunities for seriously behaviorally disordered/emotionally disturbed students. Responses that once seemed appropriate do not meet the needs of today. However, rural people have a history of resourcefulness in overcoming these problems that encourages the belief that solutions are possible.

In this paper, the issues of formal eligibility and labeling, funding, transportation, public v private, and day shcool v. residential planning have been discussed, and several service options that appear to offer the greatest potential for meeting this educational challenge briefly described. During the remainder of the workshop, some of these options will be described in greater detail by educators who have first hand experience in implementing them in specific school settings.

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Appendix A

Paraprofessional Training*

A Positive Approach to Managing Disruptive Behavior, Watson, Luke, S. Jr., Owen, Jim, and Uzzel, Randy. Behavior Modification Technology, P.O. Box 3251, Tuscaloosa, Alabama 35404, $8.95

A 3-alternative treatment approach is presented. The first consists of group scheduleing and reinforcement techniques. For those who don't respond to this treatment, a Backup Trainer technique plus loss of tokens (fines) and privileges, as well as Required Relaxation, are used. The third alternative involves use of Overcorrection, Positive Practice, and Time Out. This manual shows how to manage the 18 most common types of disruptive behavior problems, including aggressive behavior and destruction of property. There is also a section on managing large, physically agressive clients and a section on the use of Crisis Teams for managing disruptive behavior in institutional and community settings, using fairly traditional staffing ratios. Photographic illustrations are included to show how each technique is used.

Kansas Paraprofessional Media and Materials

This material, developed by the Paraprofessional Training Program of the Kansas Department of Special Education, can be borrowed from the program by writing to them at 120 East 10th Street, Topeka, Kansas 66612. Film strip/tapes with audible and inaudible pulses can be purchased for $55 per unit by contacting Don Hardesty, Central Research Corporation, Tower Suite 900, First National Bank Building, Topeka, Kansas 66603.

General Para Training--Classroom Management (slides/cassette and exercises, paraprofessionals)

Developed for use with both new and experienced paraprofessionals, this program details the need for and several effective approaches to good classroom management. It aims the paraprofessional towards the system or systems a special education teacher might use and how the paraprofessional can participate in and provide support for the special education teacher in her or his particular approach.

Paraprofessional Treatment of School Phobia in a Young Adolescent Girl Leunes, Arnold and Siemsglusz, Sandra. Adolescence, V12 N45 P115-121, Spring, 1977; P.O. Box 165, 391 Willetts Road, Roslyn Heights, New York 11577.

The case of an adolescent girl with school phobia demonstrated the positive effects of using a paraprofessional.

The achievement of perfect school attendance was accomplished by transporting of the child to and from school by the paraprofessional and supplementing the trips with such activities as role playing, supportive work, monitoring of progress in school, and brief group therapy.

Paraprofessional Training (cont.)

James E. Gardner, 180 pp., 1975.
Gardner Press, Inc., distributed by Halsted Press,
Division of John Wiley and Sons., 605 Third Avenue,
New York, New York 10016; $9.95.

Reported is the development of the Children's Center for Educational Therapy (Venice, California) which uses paraprofessionals as the primary staff in remedial reading, child therapy, parent counseling, and preventive kindergarten programs for emotionally disturbed children. The Center's program is explained in Chapter II to use emotional conditioning and behavior modification to build positive student-tutor relationships and to motivate the child. Positive gains of the kindergarten program are noted in Chapter III, which includes the control of tantrums and violent behavior. Sample cases of children involved in the Center's psychotherapeutic program are presented in Chapter IV. The staff problems in developing a remedial program for children entering junior high school are recounted in Chapter V, and it is concluded in Chapter VI that the use of paraprofessionals is viable, effective, and financially feasible.

*Taken from: Pickett, A. L., and Hunn, A. Paraprofessional bibliography: Training materials, resources and programs for paraprofessionals working in educational programs for persons with handicapping conditions. National Resource Center for Paraprofessionals in Special Education, New Careers Laboratory, City University of New York, 1980.

Appendix B

Inservice for Regular and Special Education Teachers *

Behavior Management Strategies for the Classroom

1978

Workshop manual

Workshop format with an audience of regular classroom teachers who are working with special education students.

Behavoir Management Strategies for the Classroom presents a workshop to acquaint regular classroom teachers with strategies and techniques useful in managing the behavior problems of special needs students placed in regular class settings.

The manual provides material for the development and implementation of four sequential two-hour sessions.

Session One presents an overview of and introduction to behavior management as an approach to effecting classroom behavior change.

Session Two describes nine intervention principles and procedures for developing a behavior mangement program.

Session Three describes types of reinforcement and strategies for selecting effective reinforcers.

Session Four examines sample programs and provides guidance for developing intervention programs to bring about positive behavior change.

Each section of the manual devoted to a separate session includes an overview chart, step-by-step guides for conducting the sessions, copies of handouts, and reference materials. The workshop includes leader presentations, selected readings for discussions, problem solving and simulation activities, and games. Supplementary multimedia materials are suggested for each session.

Research for Better Schools
444 North Third Street
Philadelphia, Pennsylvania 19123

Each Program $15.00

*Taken from: Training Systems, Materials and Resources for Mainstreaming: A Worklist. National Support Systems Project, University of Minnesota, Minneapolis, Minnesota, 1981.

Inservice for Regular and Special Education Teachers (cont.)

Behavior Modification Skills

Administration manual, 80 color slides in carousel, cassette tape, student response book for each unit.

Preservice or inservice training with regular and special education teachers.

This multi-media program is designed to teach seventeen specific skills in five interrelated sound/slide units. Summaries of behavioral objectives, skills reviews, practical exercises, and a bibliography are provided for each unit.

Unit 1, Observing Behavior, includes using behaviorally specific description, pinpointing, stimulus control, base lines of behavior, counting, charting, and identifying the observable causes of behavior.

Unit 2, Increasing Behavior, includes identifying reinforcers, rules for delivering reinforcement, and ensuring reinforcement effectiveness.

Unit 3, Decreasing Behavior, includes three methods for decreasing behavior, using time-out procedures, using response cost oand over-correction procedures, and ensuring effectiveness of punishment procedures.

Unit 4, Creating New Behavior, includes efficient ways of using techniques for modeling, prompting, fading and shaping behavior.

Unit 5, Implementaing the System, includes using token systems to implement behavior modification programs, ensuring token system effectiveness, and introducing behavior modification and the behavioral approach.

Research Media, Inc.
14 Story Street
Cambridge, Massachusetts 02138

$450.00

Classroom Management

1977

Four films, reading materials, and instructor's guide

Preservice and inservice programs for individual teachers, small groups or large groups.

These classroom management materials were developed by Walter R. Borg of Utah State University as part of the national Protocol

Inservice for Regular and Special Education Teachers (cont.)

Materials Project, for which the dissemination is managed through the University of South Florida. Classroom Management is designed to teach teachers certain concepts and classroom management skills which relate to the rate at which disturbances and inattentiveness are likely to be present in the classroom. Each module deals with one important concept of classroom management. The research foundation for the modules comes from J. Kounin's Discipline and Group Management in Classrooms. (New York: Holt, Rineholt, Winston, 1976).

Transitions
Group Alerting
Learner Accountability
Withitness

Protocol Material
National Resources and Dissemination Center
University of South Florida
Tampa, Florida 33620

Note: This training package is but one of many available through National Resources and Dissemination Center at Tampa. For a catalog of other materials write to the Center at the address given above.

Let's Series Modules
Preparing Regular Educators for Mainstreaming
(Project PREM)

1976

Series of ten competency-based, field-tested training modules in the form of individual learning packets.

Preservice and inservice training of regular educators; adaptable for use with supervisors, administrators, and pricipals.

The Project PREM Let's Series Modules are designed to develop cognitive and attitudinal competencies for working with mildly handicapped students in the regular classroom. Each module contains a prospectus goals and objectives, flow chart, pre-test, specific objectives, learning alternatives, self-assessment inventories, and a post-test.

Attitudes of Teachers
The Concept of Implementation of Mainstreaming
Characteristics and Educational Implications for Handicapping Conditions
Individualizing Instruction
Communication Skills Development

Inservice for Regular and Special Education Teachers (cont.)

Social and Academic Integration of Handicapped Children into the Regular Classroom
Testing and Observation Techniques
Behavioral Management Techniques
Sources and Development of Instructional Materials
Career Education Adaptations

Project PREM
EDB 210
The University of Texas at Austin
Austin, Texas 78712

Distributed by:
National Support Systems Project
350 Elliott Hall
University of Minnesota
75 East River Road
Minneapolis, Minnesota 55455

Mainstreaming: Classroom Management Techniques

1978

Four filmstrips, accompanying cassettes, discussion guide

Preservice and inservice training of regular class teachers

This multi-media program was designed to help elementary and secondary regular classroom teachers learn about and apply management strategies that will help mainstreamed children to function successfully in a regular classroom.

Filmstrips: You Can Make It Work
Learning Impairments
Behavioral Problems
Physical Disabilities

Guidance Associates
757 Third Avenue
New York, New York 10017

$84.50

Inservice for Regular and Special Education Teachers (cont.)

Mainstreaming Library

1977

Series of 15 resource books, varying from 224-320 pages.

Preservice or inservice training with regular education teachers.

This series is designed to provide background material and methodology for the regular class teacher dealing with special needs children in the classroom. Most of the books consist of collections of articles on a specific disability and include a topic matrix, glossary of terms, and appendix.

Special Education
Learning Disabilities
Mental Retardation
Autism
Behavior Modification
Speech and Hearing
Deaf Education
Emotion and Behavioral Disorders
Psychology of Exceptional Children
Diagnosis and Placement
Dyslexia
Visually Handicapped Education
Mainstreaming
Physically Handicapped Education
Gifted and Talented Education

Special Learning Corporation
42 Boston Post Road
Guilford, Connecticut 06437

Complete library set of 15 volumes: $130.00
Single titles: $8.75 each

Additional titles available at $8.75 each:

Individual Educational Programs
Human Growth and Development of the Exceptional Individual
Severely and Profoundly Handicapped Education
Counseling Parents of Exceptional Children
Pre-School Education for the Handicapped
Career and Vocational Education for the Handicapped
Vocational Training for the Mentally Handicapped

Additional titles available at $6.25:

Three Models of Learning Disabilities
Motor Disorders
Language and Writing Disorders
Perception and Memory
Reading Disorders

Inservice for Regular and Special Education Teachers (cont.)

Readings also available in a number of Teacher Resource Kits, with cassette tapes and/or filmstrips, teacher's guide, duplicating master, etc. Contact publisher for information on contents and cost.

Titles include: Special Education Program
Diagnosis and Placement Package
Emotional and Behavioral Package
Severely and Profoundly Handicapped Education Package
Specific Disability Package

Book and Cassette Programs:
Special Education
Learning Disabilities
Diagnosis and Placement
Gifted and Talented Education
Speech and Hearing
Mental Retardation
Visually Handicapped Education
Physically Handicapped Education
Autism

Mainstreaming Series

1977

Series of 15 paperbound books ranging from 120-136 pages

Preservice and inservice training of regular classroom teachers.

Each book in this series is designed to correct misconceptions about and improve understanding of the exceptional child. Each book provides practical suggestions for enhancing the mainstreamed child's personal and educational development. The series is presented in cartoon format to make for easy reading and avoid the use of jargon.

--Mainstreaming Exceptional Children
--Managing the Hyperactive Child in the Classroom
--Mainstreaming the Gifted
--Behavior Disorders: Helping Children with Behavior Problems
--Mainstreaming the Hearing Impaired Child: An Educational Alternative
--Mainstreaming Children with Learning Disabilities
--Mainstreaming the Visually Impaired Child: Blind and Partially Sighted Students in the Regular Classroom
--Mainstreaming the Mentally Retarded Child
--The Physically Handicapped Child: Facilitating Regular Classroom Adjustment

Inservice for Regular and Special Education Teachers (cont.)

--Counseling Exceptional Children: The Teacher's Role
--The Communicatively Disordered Child: Management Procedures for the Classroom
--Education of the Severely/Profoundly Handicapped: What is the Least Restrictive Alternative?
--Keeping in Touch with Parents: The Teacher's Best Friends
--*The Public Law Supporting Mainstreaming: A Guide for Parents and Teachers
--*Individualized Education Programming (I.E.P.): A Child Study Team Approach

Learning Concepts
2501 North Lamar
Austin, Texas 78705

Each title: $5.95

Resource Teaching: A Mainstreaming Simulation

1978

Multi-media simulation training program

Preservice and inservice training with special education teachers and regular education teachers involved in mainstreaming.

This series of simulation activities and role-playing situations is designed to help participants practice interpersonal skills with administrators, other teachers, children, and parents. The program covers student selection, scheduling, selecting materials, and other tasks commonly associated with developing and carrying out a resource program.

Charles E. Merrill
1300 Alum Creek Drive
Columbus, Ohio 43216

$120.00